



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 4

Curriculum Development Timeline

School: Township of Ocean Elementary Schools

Course: ELA, Grade 4

Department: English

Board Approval	Supervisor	Notes
June 2011	Eleanor Hughes	Born Date
September 2012	Eleanor Hughes	Revisions
August 2017	Michelle Shappirio	Revisions
March 2019	Michelle Shappirio	Review
August 2024	Michelle Shappirio	Updated to include New State Mandates

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Township of Ocean Pacing Guide					
Week	Marking Period 1	Week	Marking Period 2	Week	Marking Period 3
1	Start Smart	14	Unit 2 Week 2: Animals in Fiction	28	Unit 3 Week 6: Review/Assess/Ext end (Wax Museum Project)
2	Unit 1 Week 1: Clever Ideas	15	Unit 2 Week 3: Natural Connections	29	Unit 3 Week 6: Review/Assess/Ext end (Wax Museum Project)
3	Unit 1 Week 1: Clever Ideas	16	Unit 2 Week 4: Adaptations	30	Unit 4 Week 1: Our Government
4	Unit 1 Week 2: Think of Others	17	Unit 2 Week 5: Animals All Around	31	Unit 4 Week 2: Leadership
5	Unit 1 Week 2: Think of Others	18	Unit 2 Week 6: Review/Assess/Ext end	32	Unit 4 Week 3: Breakthroughs
6	Unit 1 Week 3: Take Action	19	Novel Study	33	Unit 4 Week 4: Wonders in the Sky
7	Unit 1 Week 3: Take Action	20	Novel Study	34	Unit 4 Week 5: Achievements
8	Unit 1 Week 4: Ideas in Motion	21	Unit 3 Week 1: Friendship	35	Unit 4 Week 6: Review/Assess/Ext end

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9	Unit 1 Week 4: Ideas in Motion	22	Unit 3 Week 2: Helping the Community	36	Unit 5 Week 1: Making It Happen
10	Unit 1 Week 5: Putting Ideas to Work	23	Unit 3 Week 3: Liberty and Justice	37	Unit 5 Week 2: On the Move
11	Unit 1 Week 5: Putting Ideas to Work	24	Unit 3 Week 4: Powerful Words	38	Unit 5 Week 3: Inventions
12	Unit 1 Week 6: Review/Assess/Ext end	25	Unit 3 Week 5: Feeding the World	39	Unit 5 Week 4: Zoom In
13	Unit 2 Week 1: Literary Lessons	26	Unit 3 Week 6: Review/Assess/Ext end (Wax Museum Project)	40	Unit 5 Week 6: Digging up the Past
		27	Unit 3 Week 6: Review/Assess/Ext end (Wax Museum Project)		

*Week 6 includes review, assessment, and extension activities. Week 6 activities may include: Tier 2 Intervention, Research Simulation Tasks, Literary Analysis Tasks, Narrative Writing Tasks, Reader's Theater, Inquiry Space Projects, Project Presentations, Unit Assessments, Level Up Assessments, Novel Study, and other activities.

Climate Change

- Unit 1 Week 3: How do people respond to natural disasters?
- Unit 2 Week 4: What helps an animal survive?
- Unit 3 Week 3: How can one person make a difference?
- Unit 3 Week 5: In what ways can advances in science be helpful or harmful?

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Diversity, Equity, & Inclusion

- Unit 1 Week 2: How do your actions affect others?
- Unit 3 Week 1: How can you make new friends feel welcome?
- Unit 3 Week 2: In what ways can you help your community?
- Unit 3 Week 4: How can words lead to change?
- Unit 5 Week 1: In what ways do people show they care about each other?

Core Instructional & Supplemental Materials including various levels of Texts

- *Wonders* Reading/Writing Workshop Book
- *Wonders* Literature Anthology
- *Wonders* Close Reading Companion
- *Wonders* ConnectEd online platform
- *Wonders* Leveled Readers (Approaching, On, English Learner, & Beyond Levels)
- *Wonders* Your Turn Practice Book
- *Wonders* Visual Vocabulary Cards
- *Wonders* Leveled Workstation Activity Cards
- *Wonders* Sound-Spelling Cards
- *Wonders* High-Frequency Word Cards
- *Wonders* Photo Cards
- *Wonders* Running Records
- ReadWorks.org
- *WonderWorks* Intervention
- *Orton-Gillingham* Institute for Multi-sensory Education materials (blending boards, sand trays, phoneme grapheme cards)
- IXL online subscription
- A variety of trade books related to the essential question
- Choice of novels: *Charlie and the Chocolate Factory*, *Charlotte's Web*, *Cricket in Times Square*, *Frindle*, *How to Eat Fried Worms*, *I Survived the Sinking of the Titanic*, *Lunch Money*, *Orphan of Ellis Island*, *Riding Freedom*, *Sarah, Plain and Tall*, *Shoeshine Girl*, *Stone Fox*, *Tales of a Fourth-Grade Nothing*, *The Lemonade War*, *The School Story*, *The One and Only Ivan*, *There's a Boy in the Girl's Bathroom*

Time Frame

1 week

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Topic

Start Smart

What discoveries can people make when they cooperate with others?

Alignment to Standards

English Language Arts

Foundational Skills: Reading Language

Phonics and Word Recognition

- L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

- L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language

Spelling

- L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
 - A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
 - B. Write affixed words that involve a sound or spelling change in the base word.

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Choose words and phrases to convey ideas precisely.
- L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a

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COURSE: ELA, Grade 4

clue to the meaning of a word or phrase.

- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Reading:

- RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.
- RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- RL.TS.4.4. Explain major differences in structure between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

Writing:

- W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Speaking and Listening:

- SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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COURSE: ELA, Grade 4

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- read grade-level poetry and prose aloud accurately.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension

Foundational Skills: Reading Language

- Phonics / Word Study
 - Introduce Multisyllabic Word Strategy
 - Introduce 6 Syllable Types-Closed, Open, Final Stable, Vowel Team, r-controlled, Final (Silent) e
- Reading Every Day-Fluency and Independent Reading (Daily Sustained Silent Reading)
 - Phrasing
 - Rate
 - Expression
 - Accuracy

Foundational Skills: Writing Language

Students will

- use 4th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use knowledge of synonyms and antonyms to broaden vocabulary.
- decipher the meanings of words and phrases by using sentence context.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.

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COURSE: ELA, Grade 4

- identify root words in unknown words.
- use known root words to aid in defining unknown words.

Foundational Skills: Writing Language

- Vocabulary Routine
 - Introduce the Define/Example/Ask Routine
- Building Vocabulary-Word Wall Set Up
- Vocabulary Strategies
 - Context Clues
 - Using a Thesaurus
 - Using a Dictionary or Glossary
 - Morphology-Greek and Latin Roots and Prefixes and Suffixes

Reading Literature Text/Informational Text

Students will

- identify the key details of a text that support a main idea.
- analyze the actions and thoughts of characters and speakers in texts, looking for patterns.
- determine the theme or main idea of the text.
- summarize key points of a text.
- explain how the author supports main ideas in informational text with key details.
- read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.
- read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- refer to the text when drawing conclusions as well as when answering directly stated questions.
- read text closely, looking for key details regarding character, setting, or plot.
- analyze story elements for literal and inferential meaning.
- refer to the text to describe various story elements.
- explain the differences between poems, drama, and prose.
- explain how structural elements are used to create an oral or written response to a text.

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COURSE: ELA, Grade 4

- identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc).
- read two texts closely on the same subject to identify key details.
- synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject..

Reading Literature/Informational Text/Foundational Skills

- Introduce Close Reading Routine
 - Read
 - Reread
 - Integrate
- Introduce Comprehension Skills
 - Determining theme.
 - Determining main idea and key details.
- Introduce Genres
 - Folktales
 - Persuasive Article

Writing

Students will

- produce writing that is clear and understandable to the reader.
- unpack writing tasks (type of writing assignment).
- unpack writing purpose (the writer's designated reason for writing).
- focus the organization and development of a topic to reflect the task and purpose.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.
- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.

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COURSE: ELA, Grade 4

- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)

Writing

- Write to Sources
 - Analyze the Prompt
 - Analyze Text Evidence
 - Analyze the Model
 - Share the Prompt
- Set Up Writer's Notebooks
- Research and Inquiry
 - Research to build and present knowledge
 - Share What You Know
 - Find Resources
 - Guided Practice
 - Create the Project: Mock Interview
 - Present the Interview

Speaking and Listening

- Build background knowledge on weekly concept
- Introduce and discuss the Essential Question
- Generate words and phrases related to the Essential Questions using a Concept Web
- Engage in collaborative conversations about the weekly concept
- Paraphrase portions of print or digital text related to the weekly concept
- Present information on the weekly concept

Assessments

Formative:

- Teacher observation (anecdotal notes and rubrics)
- Exit Tickets
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

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COURSE: ELA, Grade 4

- Weekly Tests (Approaching and On-Level)
- Spelling Tests

Benchmark:

- DIBELS 8 Subtests
 - Oral Reading Fluency-Words Correct (ORF-WC) & Accuracy (ORF-ACC)
 - MAZE
- LinkIt Benchmark

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Science

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What can you discover by observing nature?
- **Read & Respond to a Text**
 - "A Strange Disappearance"
- **Concept Web**
 - Students will generate words and phrases related to discoveries in nature.
- **Research and Inquiry**
 - Students will work with a group to brainstorm questions they would ask a beekeeper. Students will then research to create a mock interview with a beekeeper.
- 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Career Readiness, Life Literacies, and Key Skills

- Students will investigate both traditional and nontraditional careers and relate information to personal likes and dislikes when researching the job of a beekeeper.
- **9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.**

Technology Integration

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COURSE: ELA, Grade 4

- Students will use their Chromebooks to navigate online platforms such as ConnectEd and LinkIt.
- **9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.**

Career Education

- CRP4. Students will communicate clearly and effectively and with reason when participating in a mock interview with a beekeeper and when engaging in collaborative conversations about the essential question.

Time Frame

11 weeks

Topic

Unit 1 Big Idea: Think It Through
How can a challenge bring out our best?

Alignment to Standards

English Language Arts:

Foundational Skills: Reading Language:

Phonics and Word Recognition

- L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

- L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language

Spelling

- L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

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COURSE: ELA, Grade 4

- o A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- o B. Write affixed words that involve a sound or spelling change in the base word.
- o C. Spell grade-appropriate words correctly, consulting references as needed.
- o D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
 - o A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
 - o C. Use independent clauses and coordinating conjunctions.
 - o F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
 - o G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
- L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - o A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - o B. Choose words and phrases to convey ideas precisely.
 - o C. Choose punctuation for effect.
- L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - o A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - o C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - o B. Determine the meaning of words and phrases that allude to significant

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COURSE: ELA, Grade 4

characters found in literature.

- o C. Recognize and explain the meaning of common idioms, adages, and proverbs.
- o D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Reading:

- RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.
- RI.CI.4.2. Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.
- RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- RL.TS.4.4. Explain major differences in structure between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- RI.PP.4.5. Compare and contrast multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- RI.MF.4.6. Use evidence to show how graphics and visuals (e.g. illustrations, charts, graphs, diagrams, tables, animations) support central ideas.

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- RI.AA.4.7. Analyze how authors use facts, details and explanations to develop ideas or support their reasoning.
- RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures. 
- RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

Writing:

- W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - B. Provide reasons that are supported by facts from texts and/or other sources.
 - D. Provide a conclusion related to the opinion presented.
- W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
 - B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information or explanation presented.
- W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words and phrases to manage the sequence of events.
 - D. Use concrete words and phrases, sensory details and explore using

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COURSE: ELA, Grade 4

- figurative language to convey experiences and events precisely.
- W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - A. Identify audience, purpose, and intended length of composition before writing.
 - B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
 - E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
 - W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
 - W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information and provide a list of sources.
 - W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Speaking and Listening:

- SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.

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COURSE: ELA, Grade 4

- SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 🌱
- SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.AS.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- read grade-level poetry and prose aloud accurately.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Foundational Skills: Reading Language

- Phonics / Word Study - Students will use and identify:
 - Short vowels
 - Inflectional endings
 - Long a
 - Long e
 - Plurals
 - Long i
 - Long o
 - Compound Words
- Fluency
 - Intonation
 - Phrasing and Rate
 - Expression and Rate
 - Accuracy

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DEPARTMENT: English

COURSE: ELA, Grade 4

Foundational Skills: Writing Language

Students will

- identify and define relative pronouns.
- use appropriate relative pronouns and relative adverbs when writing or speaking.
- select punctuation to create effect in writing.
- identify the components of complete sentences.
- consistently write in complete sentences.
- distinguish complete sentences, fragments, and run-on sentences.
- revise fragments and run-ons to form complete sentences.
- identify rules for capitalization.
- apply capitalization rules consistently.
- identify coordinating conjunctions in sentences.
- use a comma before a coordinating conjunction in a compound sentence.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- decipher the meanings of words and phrases by using sentence context.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- use 4th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use knowledge of synonyms and antonyms to broaden vocabulary.
- identify idioms, adages, and proverbs in text.
- explain the meaning of common idioms, adages, and proverbs.
- determine synonyms and antonyms of words to show meaning.

Foundational Skills: Writing Language

- Conventions
 - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
 - Use a comma before a coordinating conjunction in a compound sentence
 - Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)

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DEPARTMENT: English

COURSE: ELA, Grade 4

- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Demonstrate understanding of synonyms, idioms, and multiple-meaning words
 - Use context clues to understand the meaning of a word
 - Use suffixes as clues to the meaning of a word

Reading Literature Text/Informational Text

Students will

- read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- refer to the text when drawing conclusions as well as when answering directly stated questions.
- identify the key details of a text that support the main idea.
- analyze the actions and thoughts of characters or speakers in texts, looking for patterns.
- determine the theme or main idea of the text.
- summarize the key points of a text.
- explain how the author supports main ideas in informational text with key details.
- determine the meaning of words and phrases in a text.
- identify words that allude to significant characters (i.e.: Herculean)
- identify metaphors and similes.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).
- identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc).
- read text closely, looking for key details regarding character, setting, or plot.
- analyze story elements for literal and inferential meaning.
- refer to the text to describe various story elements.
- link the reading of the text to listening or viewing the same story.
- compare what was read to what was visualized and heard.
- cite textual evidence to support comparisons.
- read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for

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COURSE: ELA, Grade 4

success in school and life by encountering appropriately complex texts.

- read texts with scaffolding as needed.
- identify similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature.
- analyze how the theme is presented in the text.
- analyze the influence of culture on similar themes.
- explain the differences between poems, drama, and prose.
- explain how structural elements are used to create an oral or written response to text.
- analyze information presented in various formats to identify the key details.
- understand what is heard, viewed, or presented through various media formats to help make meaning of the text.
- explain how the information presented in various formats aids to the overall meaning.
- read two texts closely on the same subject to identify key details.
- synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- read text closely to identify key details.
- explain how or why historical events, scientific ideas or “how to” procedures happened.
- use the text to support their answers.

Reading Literature/Informational Text/Foundational Skills

- Cite relevant evidence from text
- Determine text structure
 - Compare and contrast
 - Cause and Effect
- Make Predictions
- Reread
- Define characteristics of Genre:
 - Fairy Tale
 - Realistic Fiction
 - Expository Text
 - Narrative Nonfiction
 - Persuasive Article
- Identify character, setting, plot: sequence
- Determine character, setting, plot: problem and solutions
- Determine main idea and key details
- Interpret information presented visually

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COURSE: ELA Grade 4

- Gather relevant information from digital sources
- Navigate Links
- Connect to the Essential Question-Close Reading Companion

Writing

Students will

- distinguish facts from opinions.
- organize text by using a specific organizational structure (i.e.: cause/effect, chronological order, etc).
- group supporting details to support the writer's purpose.
- introduce a topic or text clearly.
- state an opinion to be supported with evidence.
- write a thesis statement to focus the writing.
- purposefully select information to develop the topic.
- select specific language and vocabulary to convey ideas and information.
- provide a conclusion related to the information or explanation.
- compose a story hook to engage the reader.
- establish the story's background or situation.
- introduce a narrator and/or characters.
- purposefully arrange events to make the story flow.
- use dialogue and description to develop experiences and events.
- show the responses of characters to situations, when appropriate.
- use a variety of transitional words and phrases to manage the sequence of events.
- use concrete words and phrases to relay story details.
- use sensory details to convey experiences and events precisely.
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- produce numerous pieces of writing over various time frames.

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DEPARTMENT: English

COURSE: ELA, Grade 4

- develop skills in research.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- research information from print and digital sources.
- integrate information from personal experience.
- take notes and organize their information into categories.
- list the sources used.

Writing

- Write to Sources
 - Draw evidence from literature and informational text
 - Write opinion text: sentence length
 - Write narrative text: descriptive details, focus on an event
 - Write informative text: supporting details, sequence
 - Conduct research
 - Select reliable sources
- Writing Process (Friendly Letter or Narrative)
 - Prewrite a Friendly Letter
 - Draft and Revise a Friendly Letter
 - Proofread/Edit and Publish a Friendly Letter
 - Prewrite a Personal Narrative
 - Draft and Revise a Personal Narrative
 - Edit/proofread and publish a narrative text.
- Research and Inquiry Projects
 - Interview a Classmate
 - Research the Effects of Human Actions
 - Make a Poster
 - Research a Topic
 - Research a Famous Business Owner

Speaking and Listening

Students will

- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- engage in collaborative (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc).
- identify the key points and supporting details of a text presented orally.
- restate the key information from a written text read aloud or information presented

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COURSE: ELA, Grade 4

in multiple formats.

- integrate audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes.
- speak for a variety of purposes.
- distinguish between formal and informal discourse.
- adapt speech to a variety of contexts and tasks.

Speaking and Listening

- Build background knowledge on weekly concept
 - Introduce and discuss the Essential Question
 - Generate words and phrases related to the Essential Questions using a Concept Web
 - Engage in collaborative conversations about the weekly concept
 - Paraphrase portions of print or digital text related to the weekly concept
 - Present information on the weekly concept

Assessments

Formative:

- Teacher observation (anecdotal notes and rubrics)
- Exit Tickets
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests

Benchmark:

- DIBELS 8 Subtests
 - Oral Reading Fluency-Words Correct (ORF-WC) & Accuracy (ORF-ACC)
 - MAZE
- LinkIt Benchmark

Alternative:

- Research and Inquiry Projects

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DEPARTMENT: English

COURSE: ELA, Grade 4

Interdisciplinary Connections

Social Studies

Week 2

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do your actions affect others?
- **Read & Respond to a Variety of Texts**
 - "Say Something"
 - "The Talent Show"
 - *Experts Incorporated*
 - "Speaking Out to Stop Bullying"
- **Research and Inquiry Project**
 - Students will work in groups to research a human action that has both positive and negative effects on people or the environment and complete a graphic organizer.
- 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions

Week 5

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How can starting a business help others?
- **Read & Respond to a Variety of Texts**
 - "Kids Can Help"
 - "Dollars and Sense"
 - *Kids in Business*
 - "Starting a Successful Business"
- **Research and Inquiry Project**
 - Students will work in groups to research the life of a famous business owner. They will then summarize their findings in a paragraph.
- 6.1.5.EconNE.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- 6.1.5.EconNE.6: Examine the qualities of entrepreneurs in a capitalistic society.

Science

Week 3

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COURSE: ELA, Grade 4

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do people respond to natural disasters?
- **Read & Respond to a Variety of Texts**
 - "Avalanche"
 - "A World of Change"
 - *Earthquakes*
 - "Tornado"
- **Research and Inquiry Project**
 - Students will work in groups to research how to prepare for a specific type of natural disaster. They will then create a poster that demonstrates to others how to stay safe during a disaster.
- 4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

Week 4

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How can science help you understand how things work?
- **Read & Respond to a Variety of Texts**
 - "Look Out Below"
 - "The Big Race"
 - *A Crash Course in Forces in Motion with Max Axiom*
 - "The Box-Zip Project"
- **Research and Inquiry Project**
 - Students will work in groups to research motion, force, friction, acceleration, or gravity and then create a visual display that shows their understanding of the topic.
- 4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.

Visual and Performing Arts

Reader's Theater

- "WHODUNIT? WOO KNOWS..."
- 1.3.5.C.2-Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.

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COURSE: ELA, Grade 4

Career Readiness, Life Literacies, and Key Skills

- Students will identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals when researching a famous business owner.
- **9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.**
- **9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.**
- Students will investigate both traditional and nontraditional careers and relate information to personal likes and dislikes when reading and responding to texts about starting your own business.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations

Technology Integration

- Students will work in groups to research the life of a famous business owner. They will then summarize their findings in a paragraph.
- **9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions**

Career Education

- CRP1. Students will act as a responsible and contributing citizen and employee when reading and responding to texts about how your actions affect others.
- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about the essential question.
- CRP8. Students will utilize critical thinking to make sense of problems and persevere in solving them when researching how to stay safe during a natural disaster.

Time Frame	6 weeks
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Topic	
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DEPARTMENT: English

COURSE: ELA, Grade 4

Unit 2: Animal Discoveries

How do animals play a part in the world around us?

Alignment to Standards

English Language Arts

English Language Arts

Foundational Skills: Reading Language:

Phonics and Word Recognition

- L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

- L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language:

Spelling

- L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
 - A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
 - B. Write affixed words that involve a sound or spelling change in the base word.
 - C. Spell grade-appropriate words correctly, consulting references as needed.
 - D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
 - A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
 - C. Use independent clauses and coordinating conjunctions.

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COURSE: ELA, Grade 4

- o D. Form irregular verbs; form and use progressive tenses.
 - o E. Form and use possessive nouns and pronouns.
 - o F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
 - o H. Use apostrophes for possession.
- L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - o A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - o B. Choose words and phrases to convey ideas precisely.
 - o C. Choose punctuation for effect.
 - o D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - o A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - o B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - o C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - o A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - o C. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - o D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Reading:

- RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing

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COURSE: ELA, Grade 4

inferences from the text.

- RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.
- RI.CI.4.2. Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.
- RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- RL.TS.4.4. Explain major differences in structure between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- RI.MF.4.6. Use evidence to show how graphics and visuals (e.g. illustrations, charts, graphs, diagrams, tables, animations) support central ideas.
- RI.AA.4.7. Analyze how authors use facts, details and explanations to develop ideas or support their reasoning.
- RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures. 🌱

Writing:

- W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
 - B. Develop the topic with facts, definitions, concrete details, text evidence , or other information and examples related to the topic.

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DEPARTMENT: English

COURSE: ELA, Grade 4

- o C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
 - o D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - o E. Provide a conclusion related to the information or explanation presented.
- W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - o A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - o B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - o C. Use a variety of transitional words and phrases to manage the sequence of events.
 - o D. Use concrete words and phrases, sensory details and explore using figurative language to convey experiences and events precisely.
- W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - o A. Identify audience, purpose, and intended length of composition before writing.
 - o B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - o C. Consider writing as a process, including self-evaluation, revision and editing.
 - o D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
 - o E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information and provide a list of sources.
- W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Speaking and Listening:

- SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts,

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DEPARTMENT: English

COURSE: ELA, Grade 4

building on others' ideas and expressing their own clearly.

- o A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- o B. Follow agreed-upon rules for discussions and carry out assigned roles.
- o C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- o D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 🌱
- SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.AS.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- read grade-level poetry and prose aloud accurately.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Foundational Skills: Reading Language

- Phonics / Word Study -
- Students will use and identify:

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COURSE: ELA, Grade 4

- Prefixes
- Inflectional Endings
- Diagraphs
- Possessives
- Three-Letter Blends
- Words Ending in -er and -est
- r-Controlled Vowels /ar/ and /or/
- Suffixes -ful and -less
- Suffixes
- Contractions
- Fluency
 - Rate
 - Expression and Phrasing
 - Accuracy
 - Intonation

Language

Students will

- identify rules for capitalization.
- apply capitalization rules consistently.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- decipher the meaning of words and phrases by using sentence context.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- identify similes and metaphors in text.
- explain the meaning of simple similes and metaphors.
- use 4th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use knowledge of synonyms and antonyms to broaden vocabulary.

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DEPARTMENT: English

COURSE: ELA, Grade 4

- determine synonyms and antonyms of words to show meaning.

Foundational Skills: Writing Language

- Conventions
 - Explain the function of nouns in general and their functions in particular sentences
 - Form and use regular and irregular plural nouns
 - Form and use possessive nouns
 - Combine sentences using subject nouns and predicate nouns
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Use root words as clues to the meaning of a word
 - Demonstrate understanding of antonyms
 - Use context clues to understand the meaning of a word
 - Use prefixes as clues to the meaning of a word
 - Demonstrate understanding of similes and metaphors

Reading Literature Text/Informational Text

Students will

- read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- refer to the text when drawing conclusions as well as when answering directly stated questions.
- identify the key details of a text that support the main idea.
- analyze the actions and thoughts of characters or speakers in texts, looking for patterns.
- determine the theme or main idea of the text.
- summarize the key points of a text.
- explain how the author supports main ideas in informational text with key details.
- explain the differences between poems, drama, and prose.
- explain how structural elements are used to create an oral or written response to a text.
- identify the narrator's point of view
- find the similarities and differences in the narration between a story written in first person and a story written in third person point of view.
- identify similarities and differences in themes, topics, and patterns of events.

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DEPARTMENT: English

COURSE: ELA Grade 4

- analyze how the theme is presented in the text.
- analyze the influence of culture on similar themes.
- read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.
- read text closely to identify key details.
- explain how or why historical events, scientific ideas or “how to” procedures happened.
- use the text to support their answers.
- determine the meaning of words and phrases in a text.
- identify words that allude to significant characters (i.e.: Herculean)
- identify metaphors and similes.
- analyze information presented in various formats to identify the key details.
- understand what is heard, viewed, or presented through various media formats to help make meaning of the text.
- explain how the information presented in various formats aids to the overall meaning.
- read two texts closely on the same subject to identify key details.
- synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Reading Literature/Informational Text

- Cite relevant evidence from text
- Define characteristics of Genre:
 - Folktale
 - Drama
 - Narrative Nonfiction
 - Expository Text
 - Lyric Poetry and Haiku
- Determine theme
- Determine main idea and key details
- Determine point of view
- Ask and answer questions
- Summarize text
- Interpret information presented visually
- Gather relevant information from digital sources
- Navigate Links

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DEPARTMENT: English

COURSE: ELA, Grade 4

- Connect to the Essential Question-Close Reading Companion
 - Text to Fine Art
 - Text to Media
 - Text to Poetry

Writing

Students will

- distinguish fact from opinions.
- organize text by using a specific organizational structure (i.e.: cause/effect, chronological order, etc)
- group supporting details to support the writer's purpose.
- introduce a topic or text clearly.
- state an opinion to be supported with evidence.
- write a thesis statement to focus the writing.
- use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate.
- purposefully select information to develop the topic.
- link ideas within paragraphs and sections of information using words and phrases.
- use transitional words and phrases.
- select specific language and vocabulary to convey ideas and information.
- compose a story hook to engage the reader.
- establish the story's background or situation.
- introduce a narrator and/or characters.
- purposefully arrange events to make the story flow.
- use dialogue and description to develop experiences and events.
- show the responses of characters to situations, when appropriate.
- provide a conclusion that follows from the narrated experiences or events.
- practice revising and editing skills.
- change word choice and sentence structure in writing to strengthen the piece.
- use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing.
- recognize spelling, grammar, and punctuation errors.
- employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.

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DEPARTMENT: English

COURSE: ELA, Grade 4

- group like ideas to organize writing.
- research information from print and digital sources.
- integrate information from personal experience.
- take notes and organize their information into categories.
- list the sources used.
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.

Writing

- Write to Sources
 - Draw evidence from literature and informational text
 - Write narrative text-strong openings, informal voice
 - Write informative text: supporting details, logical order
 - Write opinion text: precise language
 - Conduct research
 - Select reliable sources
- Writing Process (Explanatory or How-To)
 - Prewrite a Explanatory Essay
 - Draft and Revise an Explanatory Essay
 - Proofread/Edit and Publish an Explanatory Essay
 - Prewrite a How-To Text
 - Draft and Revise a How-To Text
 - Edit/Proofread and Publish a How-To Text
- Inquiry Space-Informative Performance Task-Investigate Sharks
 - Research Plan
 - Evaluate Sources
 - Take Notes on Sources
 - Outline and Draft
 - Collaborative Conversation, Revise, Edit

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DEPARTMENT: English

COURSE: ELA, Grade 4

- Publish and Present

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.
- participate in a variety of rich, structured conversations.
- engage in conversations about grade-appropriate topics and texts.
- engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn-talking, linking ideas to the speaker's idea, sharing the floor, etc).
- identify the key points and supporting details of a text presented orally.
- restate the key information from a written text read aloud or information presented in multiple formats.

Speaking and Listening

- Build background knowledge on weekly concept
- Introduce and discuss the Essential Question
- Generate words and phrases related to the Essential Questions using a Concept Web
- Engage in collaborative conversations about the weekly concept
- Paraphrase portions of print or digital text related to the weekly concept
- Present information on the weekly concept

Assessments

Formative:

- Teacher observation (anecdotal notes and rubrics)
- Exit Tickets
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests

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COURSE: ELA, Grade 4

Benchmark:

- N/A

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Science and Social Studies

Week 3

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How are all living things connected?
- **Read & Respond to a Variety of Texts**
 - "Return of the Wolves"
 - "Rescuing our Reefs"
 - *The Buffalo Are Back*
 - "Energy in the Ecosystem"
- 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.

Science

Week 4

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What helps an animal survive?
- **Read & Respond to a Variety of Texts**
 - "Adaptations at Work"
 - "Animal Adaptations"
 - *Spiders*
 - *"Anansi and the Birds"*

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COURSE: ELA, Grade 4

- 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Visual and Performing Arts

Reader's Theater

- "Nightingale"

1.1.5.C.1- Evaluate the characteristics of a well-made play in a variety of scripts and performances.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

- Students will build background & engage in collaborative conversations about the essential question: How are all living things connected?
- **9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solution**

Career Education

- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about the essential question.
- CRP5. Students will consider the environmental, social and economic impacts of decisions when reading and responding to texts about how all living things are connected.

Time Frame	9 weeks
Topic	
Unit 3 Big Idea: That's the Spirit! How can you show your community spirit?	
Alignment to Standards	
<u>English Language Arts</u>	

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DEPARTMENT: English

COURSE: ELA, Grade 4

Foundational Skills: Reading Language

Phonics and Word Recognition

- L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

- L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language

Spelling

- L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
 - A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
 - B. Write affixed words that involve a sound or spelling change in the base word.
 - C. Spell grade-appropriate words correctly, consulting references as needed.
 - D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
 - A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
 - B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
 - D. Form irregular verbs; form and use progressive tenses.
- L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Choose words and phrases to convey ideas precisely.

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COURSE: ELA, Grade 4

- L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Reading:

- RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.
- RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- RL.TS.4.4. Explain major differences in structure between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

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DEPARTMENT: English

COURSE: ELA, Grade 4

- RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- RI.MF.4.6. Use evidence to show how graphics and visuals (e.g. illustrations, charts, captions, diagrams, tables, animations) support central ideas.
- RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures. 🌱

Writing:

- W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 🌱
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - B. Provide reasons that are supported by facts from texts and/or other sources.
 - C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - D. Provide a conclusion related to the opinion presented.
- W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information or explanation presented.
- W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words and phrases to manage the sequence of events.
 - D. Use concrete words and phrases, sensory details and explore using figurative language to convey experiences and events precisely.

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DEPARTMENT: English

COURSE: ELA, Grade 4

- o E. Provide a conclusion that follows from the narrated experiences or events.
- o W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - o A. Identify audience, purpose, and intended length of composition before writing.
 - o B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - o C. Consider writing as a process, including self-evaluation, revision and editing.
 - o D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
 - o E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- o W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- o W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information and provide a list of sources.
- o W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Speaking and Listening:

- SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 - o A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - o B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - o C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - o D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.ES.4.3. Identify the reasons and evidence a speaker provides to support

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DEPARTMENT: English

COURSE: ELA, Grade 4

particular points.

- SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. 🌱
- SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- read grade-level poetry and prose aloud accurately.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Foundational Skills: Reading Language

- Phonics / Word Study - Students will use and identify:
 - Closed Syllables
 - r-Controlled Vowels er, ir, and ur
 - Words with silent letters
 - Open Syllables
 - Soft c and g
 - Final e Syllables
 - Plurals
 - Suffixes -ment, -ness, -age, -ance, -ence
 - Compound words
 - Roots and Related Words
- Fluency
 - Phrasing
 - Rate
 - Expression
 - Accuracy

Foundational Skills: Writing Language

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DEPARTMENT: English

COURSE: ELA Grade 4

Students will

- identify progressive verb tenses in sentences.
- select the appropriate verb tense to use when writing or speaking.
- identify and define modal auxiliaries.
- use the appropriate modal auxiliary to convey various conditions.
- identify rules for capitalization.
- apply capitalization rules consistently.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- decipher the meaning of words and phrases by using sentence context.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- use 4th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use knowledge of synonyms and antonyms to broaden vocabulary.
- determine synonyms and antonyms of words to show meaning.

Foundational Skills: Writing Language

- Conventions
 - Form and use action verbs
 - Form and use the progressive verb tenses
 - Distinguish main and helping verbs and identify the tenses of helping verbs
 - Form and use linking verbs
 - Form and use irregular verbs
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Demonstrate understanding of synonyms and antonyms
 - Use context clues to understand the meaning of a word
 - Use Latin and Greek suffixes as clues to the meaning of a word
 - Use Greek roots as clues to the meaning of a word

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DEPARTMENT: English

COURSE: ELA, Grade 4

Reading Literature Text/Informational Text

Students will

- read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- refer to the text when drawing conclusions as well as when answering directly stated questions.
- read text closely, looking for key details regarding character, setting, or plot.
- analyze story elements for literal and inferential meaning.
- refer to the text to describe various story elements.
- identify the narrator's point of view
- find the similarities and differences in the narration between a story written in first person and a story written in third person point of view.
- identify similarities and differences in themes, topics, and patterns of events.
- analyze how the theme is presented in the text.
- analyze the influence of culture on similar themes.
- read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.
- read text closely to identify key details.
- explain how or why historical events, scientific ideas or "how to" procedures happened.
- use the text to support their answers.
- analyze information presented in various formats to identify the key details.
- understand what is heard, viewed, or presented through various media formats to help make meaning of the text.
- explain how the information presented in various formats aids to the overall meaning.
- identify reasons and evidence an author uses to support a claim.
- describe how an author uses proof to support a point in the text.
- read two texts closely on the same subject to identify key details.
- synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

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DEPARTMENT: English

COURSE: ELA Grade 4

Reading Literature/Informational Text

- Cite relevant evidence from text
- Determine text structure
 - Point of View
 - Author's Point of View
- Visualize
- Reread
- Define characteristics of Genre:
 - Fantasy
 - Realistic Fiction
 - Biography
 - Persuasive Article
- Determine key ideas and details
- Identify character, setting, plot: sequence
- Interpret information presented visually
- Gather relevant information from digital sources
- Navigate Links
- Connect to the Essential Question-Close Reading Companion
 - Text to Media
 - Text to Poetry
 - Text to Music

Writing

Students will

- distinguish fact from opinions.
- organize text by using a specific organizational structure (i.e.: cause/effect, chronological order, etc)
- group supporting details to support the writer's purpose.
- introduce a topic or text clearly.
- state an opinion to be supported with evidence.
- write a thesis statement to focus the writing.
- logically order reasons that are supported by facts.
- support the opinion with facts and details from texts or other sources.
- use transitional words and phrases to connect opinions to reasons.
- write a conclusion related to the opinion presented.
- purposefully select information to develop the topic.
- provide a conclusion related to the information or explanation presented.
- use dialogue and description to develop experiences and events.
- show the responses of characters to situations, when appropriate.

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DEPARTMENT: English

COURSE: ELA, Grade 4

- use a variety of transitional words and phrases to manage the sequence of events.
- use concrete words and phrases to relay story details.
- use sensory details to convey experiences and events precisely.
- provide a conclusion that follows from the narrated experiences or events.
- produce writing that is clear and understandable to the reader.
- unpack writing tasks (type of writing assignment).
- unpack writing purpose (the writer's designated reason for writing).
- focus the organization and development of a topic to reflect the task and purpose.
- practice revising and editing skills.
- change word choice and sentence structure in writing to strengthen the piece.
- use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing.
- recognize spelling, grammar, and punctuation errors.
- employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- research information from print and digital sources.
- integrate information from personal experience.
- take notes and organize their information into categories.
- list the sources used.
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.

Speaking and Listening

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DEPARTMENT: English

COURSE: ELA, Grade 4

Students will

- use previous knowledge to expand discussions about a topic.
- participate in a variety of rich, structured conversations.
- engage in conversations about grade-appropriate topics and texts.
- engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn-talking, linking ideas to the speaker's idea, sharing the floor, etc).
- identify the key points and supporting details of a text presented orally.
- restate the key information from a written text read aloud or information presented in multiple formats.
- report on a topic or text, telling a story, or recounting an event in an organized, logical manner.
- present information orally and in coherent, spoken sentences.
- use an appropriate pace when presenting.
- present and logically support personal opinions.

Writing

- Write to Sources (Book Review or Opinion Essay)
 - Draw evidence from literature and informational text
 - Write opinion text: relevant evidence, audience and purpose
 - Write narrative text: transitions, strong words
 - Write informative text: strong conclusions
 - Conduct research
 - Select reliable sources
- Writing Process (Book Review or Opinion Essay)
 - Prewrite a Book Review
 - Draft and Revise a Book Review
 - Proofread/Edit and Publish a Book Review
 - Prewrite an Opinion Essay
 - Draft and Revise an Opinion Essay
 - Edit/proofread and publish an opinion.
- Inquiry Space-Opinion Performance Task-Take a Stand: Protect the Environment
 - Research Plan
 - Evaluate Sources
 - Take Notes on Sources
 - Outline and Draft

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DEPARTMENT: English

COURSE: ELA, Grade 4

- Collaborative Conversation, Revise, Edit
- Publish and Present

Speaking and Listening

- Build background knowledge on weekly concept
- Introduce and discuss the Essential Question
- Generate words and phrases related to the Essential Questions using a Concept Web
- Engage in collaborative conversations about the weekly concept
- Paraphrase portions of print or digital text related to the weekly concept
- Present information on the weekly concept

Assessments

Formative:

- Teacher observation (anecdotal notes and rubrics)
- Exit Tickets (Writing in Response to Reading)
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests

Benchmark:

- N/A

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Social Studies

Week 1

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DEPARTMENT: English

COURSE: ELA, Grade 4

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How can you make new friends feel welcome?
- **Read & Respond to a Variety of Texts**
 - "Samson's Advice"
 - "At the Library"
 - *The Cricket in Times Square*
 - "The Girl and the Chenoo"
- 6.1.4.D.20- Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.3.4.D.1- Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Science and Social Studies

Week 3

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How can one person make a difference?
- **Read & Respond to a Variety of Texts**
 - "Nelson Mandela: Working for Freedom"
 - "Judy's Appalachia"
 - *W.W. Law and the Fight for Civil Rights*
 - "Keeping Freedom in the Family"
- 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- 6.1.4.A.10-Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

Week 4

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How can words lead to change?
- **Read & Respond to a Variety of Texts**
 - "Bringing Words to the Deaf"
 - "Words for Change"
 - *Abe's Honest Words: The Life of Abraham Lincoln*
 - "A New Birth of Freedom"

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DEPARTMENT: English

COURSE: ELA Grade 4

- 6.1.4.A.9-Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

Week 5

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: In what ways can advances in science be helpful or harmful?
- **Read & Respond to a Variety of Texts**
 - "All About Organic"
 - "Food Fight"
 - *A New Kind of Corn*
 - "The Pick of the Patch"
- 6.1.4.B.9- Relate advances in science and technology to environmental concerns, and to actions taken to address them.
- 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Visual and Performing Arts

Reader's Theater

- "Nat Love, Western Hero"
- 1.1.5.C.3-Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.

Visual and Performing Arts

Reader's Theater

- "Nat Love, Western Hero"
- 1.1.5.C.4-Explain the function of sensory recall and apply it to character development.

Career Readiness, Life Literacies, and Key Skills

- Students will read and respond to texts about how one person can make a difference.
- **9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.**

Technology Integration

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COURSE: ELA, Grade 4

- Students will read and respond to texts about how one person can make a difference.
- **9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.**

Career Education

- CRP1. Act as a responsible and contributing citizen and employee when reading and responding to texts about how one person can make a difference.
- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about the essential question.
- CRP5. Students will consider the environmental, social and economic impacts of decisions when reading and responding to texts about how advances in science can be both helpful and harmful.

Time Frame	6 weeks
Topic	
Unit 4 Big Idea: Fact or Fiction? How do different writers treat the same topic?	
Alignment to Standards	
<u>English Language Arts</u> <i>Foundational Skills: Reading Language:</i> <i>Phonics and Word Recognition</i> • L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <i>Fluency</i> • L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension. - o A. Read grade-level text with purpose and understanding. - o B. Read grade-level text orally with accuracy, appropriate rate, and expression. - o C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

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COURSE: ELA, Grade 4

Foundational Skills: Writing Language:

Spelling

- L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
 - A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
 - B. Write affixed words that involve a sound or spelling change in the base word.
 - C. Spell grade-appropriate words correctly, consulting references as needed.
 - D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
 - A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
 - E. Form and use possessive nouns and pronouns.
 - F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
 - G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
- L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Choose words and phrases to convey ideas precisely.
 - D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

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COURSE: ELA Grade 4

- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning.
- L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - C. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).of key words and phrases.

Reading:

- RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.
- RI.CI.4.2. Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.
- RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- RL.TS.4.4. Explain major differences in structure between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

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DEPARTMENT: English

COURSE: ELA, Grade 4

- RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- RI.MF.4.6. Use evidence to show how graphics and visuals (e.g. illustrations, charts, captions, diagrams, tables, animations) support central ideas.
- RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures. 🌱

Writing:

- W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 🌱
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - B. Provide reasons that are supported by facts from texts and/or other sources.
 - C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - D. Provide a conclusion related to the opinion presented.
- W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
 - C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words and phrases to manage the sequence of events.
 - E. Provide a conclusion that follows from the narrated experiences or events.

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COURSE: ELA, Grade 4

- W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - A. Identify audience, purpose, and intended length of composition before writing.
 - B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
 - E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information and provide a list of sources.
- W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Speaking and Listening:

- SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.UM.4.5. Add audio recordings and visual displays to presentations when

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DEPARTMENT: English

COURSE: ELA, Grade 4

appropriate to enhance the development of main ideas or themes.

- SL.AS.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- read grade-level poetry and prose aloud accurately.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Foundational Skills: Reading Language

- Phonics / Word Study - Students will use and identify:
 - Inflectional Endings
 - Vowel Team Syllables
 - r-Controlled Vowel Syllables
 - Diphthongs /oi/ and /ou/
 - Variant Vowel /o/
 - Frequently confused words
- Fluency
 - Phrasing
 - Rate
 - Expression
 - Accuracy

Foundational Skills: Writing Language

Students will

- identify and define relative pronouns.
- use appropriate relative pronouns and relative adverbs when writing or speaking.
- identify the format for marking direct speech and quotations.
- apply the rules for marking direct speech and quotations when writing.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.

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DEPARTMENT: English

COURSE: ELA, Grade 4

- decipher the meaning of words and phrases by using sentence context.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- use 4th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use knowledge of synonyms and antonyms to broaden vocabulary.
- identify similes and metaphors in text.
- explain the meaning of simple similes and metaphors.
- identify idioms, adages, and proverbs in text.
- explain the meaning of common idioms, adages, and proverbs.
- determine synonyms and antonyms of words to show meaning.

Foundational Skills: Writing Language

- Conventions
 - Identify pronouns and understand pronoun-antecedent agreement
 - Identify and use subject, object, and reflexive pronouns
 - Correctly use and spell frequently confused words (e.g., to, too, two; there, their)
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Use Latin roots as clues to the meaning of a word
 - Demonstrate understanding of idioms
 - Use context clues to understand the meaning of a word
 - Understand the difference between the connotation and denotation of a word

Reading Literature Text/Informational Text

Students will

- read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global

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DEPARTMENT: English

COURSE: ELA, Grade 4

connections when relevant.

- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- refer to the text when drawing conclusions as well as when answering directly stated questions.
- identify the key details of a text that support the main idea.
- analyze the actions and thoughts of characters and speakers in texts, looking for patterns.
- determine the theme or main idea of the text.
- summarize the key points of the text.
- explain how the author supports main ideas in informational text with key details.
- determine the meaning of words and phrases in a text.
- identify words that allude to mythological characters (ie: Herculean).
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).
- identify metaphors and similes.
- read text closely, looking for key details regarding character, setting, or plot.
- analyze story elements for literal and inferential meaning.
- refer to the text to describe various story elements.
- identify the narrator's point of view
- find the similarities and differences in the narration between a story written in first person and a story written in third person point of view.
- explain the differences between poems, drama, and prose.
- explain how structural elements are used to create an oral or written response to a text.
- link the reading of the text to listening or viewing the same story.
- compare what was read to what was visualized and heard.
- cite textual evidence to support comparisons.
- identify similarities and differences in themes, topics, and patterns of events.
- analyze how the theme is presented in the text.
- analyze the influence of culture on similar themes.
- read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.
- read text closely to identify key details.
- explain how or why historical events, scientific ideas or "how to" procedures

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DEPARTMENT: English

COURSE: ELA Grade 4

happened.

- use the text to support their answers.
- analyze information presented in various formats to identify the key details.
- understand what is heard, viewed, or presented through various media formats to help make meaning of the text.
- explain how the information presented in various formats aids to the overall meaning.
- identify reasons and evidence an author uses to support a claim.
- describe how an author uses proof to support a point in the text.
- read two texts closely on the same subject to identify key details.
- synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc).

Reading Literature/Informational Text

- Cite relevant evidence from text
- Determine text structure
 - cause and effect
- Determine Point of View
- Define characteristics of Genre:
 - Fantasy
 - Realistic Fiction
 - Biography
 - Persuasive Article
- Determine key ideas and details
- Summarize text
- Ask and Answer Questions
- Make Predictions
- Interpret information presented visually
- Gather relevant information from digital sources
- Navigate Links
- Connect to the Essential Question-Close Reading Companion
 - Text to Music
 - Text to Fine Art
 - Text to Photography
 - Text to Poetry

Writing

Students will

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COURSE: ELA, Grade 4

- distinguish fact from opinions.
- organize text by using a specific organizational structure (i.e.: cause/effect, chronological order, etc)
- group supporting details to support the writer's purpose.
- introduce a topic or text clearly.
- state an opinion to be supported with evidence.
- write a thesis statement to focus the writing.
- logically order reasons that are supported by facts.
- support the opinion with facts and details from texts or other sources.
- use transitional words and phrases to connect opinions to reasons.
- group related information in paragraphs and sections.
- use text features such as headings, illustrations, and multimedia to support the information when appropriate.
- purposefully select information to develop the topic.
- select specific language and vocabulary to convey ideas and information.
- compose a story hook to engage the reader.
- establish a story's background or situation.
- introduce a narrator and/or characters.
- purposefully arrange events to make the story flow.
- use dialogue and description to develop experiences and events.
- show the responses of characters to situations, when appropriate.
- provide a conclusion that follows from the narrated experiences or events.
- practice revising and editing skills.
- change word choice and sentence structure in writing to strengthen the piece.
- use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing.
- recognize spelling, grammar, and punctuation errors.
- employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).
- use digital tools.
- use technology for producing and publishing writing, and collaborating with others.
- demonstrate proficiency in keyboarding skills.
- type at least one page in a single setting.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.

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DEPARTMENT: English

COURSE: ELA, Grade 4

- group like ideas to organize writing.
- research information from print and digital sources.
- integrate information from personal experience.
- take notes and organize their information into categories.
- list the sources used.
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.

Writing

- Write to Sources
 - Draw evidence from literature and informational text
 - Write opinion text: strong paragraphs
 - Write narrative text: develop characters, develop plot, sensory language
 - Write informative text: figurative language
 - Conduct extended research
 - Select reliable sources
- Writing Process (Fictional Narrative or Poem)
 - Prewrite a Fictional Narrative
 - Draft and Revise a Fictional Narrative
 - Proofread/Edit and Publish a Fictional Narrative
 - Prewrite a Poem
 - Draft and Revise a Poem
 - Proofread/Edit and Publish a Poem
- Inquiry Space-Narrative Performance Task-Write About: Bullying
 - Research Plan
 - Evaluate Sources
 - Take Notes on Sources
 - Outline and Draft
 - Collaborative Conversation, Revise, Edit

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COURSE: ELA, Grade 4

- Publish and Present

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.
- participate in a variety of rich, structured conversations.
- engage in conversations about grade-appropriate topics and texts.
- engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn-talking, linking ideas to the speaker's idea, sharing the floor, etc).
- identify the key points and supporting details of a text presented orally.
- restate the key information from a written text read aloud or information presented in multiple formats.

Speaking and Listening

- Introduce and discuss the Essential Question
- Generate words and phrases related to the Essential Questions using a Concept Web
- Engage in collaborative conversations about the weekly concept
- Paraphrase portions of print or digital text related to the weekly concept
- Present information on the weekly concept

Assessments

Formative:

- Teacher observation (anecdotal notes and rubrics)
- Exit Tickets
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests

Benchmark:

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DEPARTMENT: English

COURSE: ELA, Grade 4

- N/A

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Social Studies

Week 1

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: Why do we need government?
- **Read & Respond to a Variety of Texts**
 - "Speaking Out Against Child Labor"
 - "A World Without Rules"
 - *See How They Run*
 - "The Birth of American Democracy"
- 6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
- 6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

Week 2

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: Why do people run for public office?
- **Read & Respond to a Variety of Texts**
 - "Elephant Versus Monkey"
 - "The TimeSpecs 3000"
 - *LaRue for Mayor*
 - "Bringing Government Home"
- 6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.

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COURSE: ELA Grade 4

- 6.1.5.CivicsPD.2: Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).

Week 3

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do inventions and technology affect your life?
- **Read & Respond to a Variety of Texts**
 - "Good-bye Icebox!"
 - "A Telephone Mix-Up"
 - *The Moon Over Star*
 - "3...2...1 We Have Spin-off!"
- 6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

Visual and Performing Arts

Reader's Theater

- "All the Money in the World"

1.1.5.C.4-Explain the function of sensory recall and apply it to character development.

Career Readiness, Life Literacies, and Key Skills

- Students will read and respond to texts about why we need government and running for public office.
- **9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification.**

Technology Integration

- Students will research a famous person in preparation for the Wax Museum. They will write an informative essay about the person, and develop a speech to memorize before acting the role of that person at the Wax Museum.
- **9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.**

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- **9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.**
- **9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.**

Career Education

- CRP1. Act as a responsible and contributing citizen and employee when reading and responding to texts about why we need government.
- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about the essential question.
- CRP5. Students will consider the environmental, social and economic impacts of decisions when reading and responding to texts running for public office.
- CRP11. Students will use technology to enhance productivity when reading and responding to texts about how technology and inventions affect your life.

Time Frame	11 weeks
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Topic

Unit 5 Big Idea: Figure it Out
What helps you understand the world around you?

Alignment to Standards

English Language Arts

Foundational Skills: Reading Language:

Phonics and Word Recognition

- L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

- L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.

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COURSE: ELA, Grade 4

- o C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- o L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- o A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- o C. Recognize and explain the meaning of common idioms, adages, and proverbs.
- o D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Foundational Skills: Writing Language:

Spelling

- L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
 - o C. Spell grade-appropriate words correctly, consulting references as needed.
 - o D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
 - o A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
 - o B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
 - o F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
 - o G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
- L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - o A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - o B. Choose words and phrases to convey ideas precisely.
 - o D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning

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academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - B. Determine the meaning of words and phrases that allude to significant characters found in literature.
 - C. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Reading:

- RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.
- RI.CI.4.2. Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.
- RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
- RL.TS.4.4. Explain major differences in structure between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter)

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COURSE: ELA, Grade 4

and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

- RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- RI.MF.4.6. Use evidence to show how graphics and visuals (e.g. illustrations, charts, graphs, diagrams, tables, animations) support central ideas.
- RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures. 🌱

Writing:

- W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 🌱
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - B. Provide reasons that are supported by facts from texts and/or other sources.
- W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
 - B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information or explanation presented.
- W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator

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COURSE: ELA, Grade 4

- and/or characters; organize an event sequence that unfolds naturally.
- o C. Use a variety of transitional words and phrases to manage the sequence of events.
- o D. Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
- o E. Provide a conclusion that follows from the narrated experiences or events.
- W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - o A. Identify audience, purpose, and intended length of composition before writing.
 - o B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - o C. Consider writing as a process, including self-evaluation, revision and editing.
 - o D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
 - o E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information and provide a list of sources.
- W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Speaking and Listening:

- SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 - o A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - o B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - o C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to

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DEPARTMENT: English

COURSE: ELA, Grade 4

the remarks of others.

- o D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.AS.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Learning Objectives and Activities

Foundational Skills: Reading Language

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- read grade-level poetry and prose aloud accurately.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Foundational Skills: Reading Language

- Phonics / Word Study - Students will use and identify:
 - o Open and Closed syllables
 - o Latin Prefixes and Suffixes
 - o Irregular Plurals
 - o Vowel Teams
 - o Greek and Latin Roots
 - o Frequently misspelled words
 - o r-Controlled Vowel Syllables
 - o Consonant + /e Syllables
- Fluency - Read orally with
 - o Prosody
 - o Intonation

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COURSE: ELA, Grade 4

- Phrasing
- Rate
- Expression
- Accuracy

Foundational Skills: Writing Language

Students will

- identify adjectives in sentences to determine their purpose.
- place adjectives in conventional order when writing or speaking.
- identify coordinating conjunctions in sentences.
- use a comma before a coordinating conjunction in a compound sentence.
- identify the format for marking direct speech and quotations.
- apply the rules for marking direct speech and quotations when writing.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- decipher the meaning of words and phrases by using sentence context.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- use 4th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use knowledge of synonyms and antonyms to broaden vocabulary.
- identify similes and metaphors in text.
- explain the meaning of simple similes and metaphors.
- identify idioms, adages, and proverbs in text.
- explain the meaning of common idioms, adages, and proverbs.
- determine synonyms and antonyms of words to show meaning.
- identify words that are frequently confused when reading.
- use frequently confused words correctly in writing.

Foundational Skills: Writing Language

- Conventions

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COURSE: ELA, Grade 4

- Order adjectives within sentences according to conventional patterns.
- Use articles and demonstrative adjectives correctly.
- Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- Use adjectives with more and most to compare
- Use comparative adjectives correctly
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Demonstrate understanding of similes and metaphors
 - Demonstrate understanding of homographs
 - Demonstrate understanding of antonyms
 - Use Greek roots as clues to the meaning of a word
 - Demonstrate understanding of proverbs and adages

Reading Literature Text/Informational Text

Students will

- read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- refer to the text when drawing conclusions as well as when answering directly stated questions.
- identify the key details of a text that support the main idea.
- analyze the actions and thoughts of characters and speakers in texts, looking for patterns.
- determine the theme or main idea of the text.
- summarize the key points of the text.
- explain how the author supports main ideas in informational text with key details.
- determine the meaning of words and phrases in a text.
- identify words that allude to mythological characters (ie: Herculean).
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).
- identify metaphors and similes.
- read text closely, looking for key details regarding character, setting, or plot.
- analyze story elements for literal and inferential meaning.
- refer to the text to describe various story elements.
- identify similarities and differences in themes, topics, and patterns of events.

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COURSE: ELA Grade 4

- analyze how the theme is presented in the text.
- analyze the influence of culture on similar themes.
- read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.
- read text closely to identify key details.
- explain how or why historical events, scientific ideas or “how to” procedures happened.
- use the text to support their answers.
- analyze information presented in various formats to identify the key details.
- understand what is heard, viewed, or presented through various media formats to help make meaning of the text.
- explain how the information presented in various formats aids to the overall meaning.
- read two texts closely on the same subject to identify key details.
- synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc).

Reading Literature/Informational Text

- Cite relevant evidence from text
- Determine text structure
 - problem and solution
 - sequence
- Determine character, setting, plot: problem and solution
- Define characteristics of Genre:
 - Realistic Fiction
 - Tall Tale
 - Biography
 - Expository Text
 - Informational Article
- Visualize
- Summarize text
- Interpret information presented visually
- Gather relevant information from digital sources
- Navigate Links

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DEPARTMENT: English

COURSE: ELA Grade 4

- Connect to the Essential Question-Close Reading Companion
 - Text to Poetry
 - Text to Fine Art
 - Text to Music
 - Text to Photography

Writing

Students will

- distinguish fact from opinions.
- organize text by using a specific organizational structure (i.e.: cause/effect, chronological order, etc)
- group supporting details to support the writer's purpose.
- introduce a topic or text clearly.
- state an opinion to be supported with evidence.
- write a thesis statement to focus the writing.
- logically order reasons that are supported by facts.
- support the opinion with facts and details from texts or other sources.
- group related information in paragraphs and sections.
- use text features such as headings, illustrations, and multimedia to support the information when appropriate.
- use transitional words and phrases.
- provide a conclusion related to the information or explanation.
- compose a story hook to engage the reader.
- establish a story's background or situation.
- introduce a narrator and/or characters.
- purposefully arrange events to make the story flow.
- provide a conclusion that follows from the narrated experiences or events.
- practice revising and editing skills.
- change word choice and sentence structure in writing to strengthen the piece.
- use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing.
- recognize spelling, grammar, and punctuation errors.
- employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).
- use digital tools.
- use technology for producing and publishing writing, and collaborating with others.
- demonstrate proficiency in keyboarding skills.
- type at least one page in a single setting.
- research a topic through investigation of the topic.

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COURSE: ELA Grade 4

- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- research information from print and digital sources.
- integrate information from personal experience.
- take notes and organize their information into categories.
- list the sources used.
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.

Writing

- Write to Sources
 - Draw evidence from literature and informational text
 - Write opinion text-formal voice
 - Write narrative text-strong openings, vary sentence types,
 - Write informative text-transitions, strong conclusions
 - Conduct research
 - Select reliable sources
- Writing Process (Expository Letter or Research Report)
 - Prewrite an Expository Letter
 - Draft and Revise an Expository Letter
 - Proofread/Edit and Publish an Expository Letter
 - Prewrite a Research Report
 - Draft and Revise a Research Report
 - Proofread/Edit and Publish a Research Report
- Research and Inquiry Projects
 - Research an Aid Organization

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COURSE: ELA, Grade 4

- Map the Oregon Trail
- Research an Inventor
- Research The Hubble Space Telescope
- Research the Job of an Archaeologist

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.
- participate in a variety of rich, structured conversations.
- engage in conversations about grade-appropriate topics and texts.
- engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn-talking, linking ideas to the speaker's idea, sharing the floor, etc).
- speak for a variety of purposes.
- distinguish between formal and informal discourse.
- adapt speech to a variety of contexts and tasks.
- identify the key points and supporting details of a text presented orally.
- restate the key information from a written text read aloud or information presented in multiple formats.
- report on a topic or text, telling a story, or recounting an event in an organized, logical manner.
- present information orally and in coherent, spoken sentences.
- use an appropriate pace when presenting.
- present and logically support personal opinions.
- integrate audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes.

Speaking and Listening

- Introduce and discuss the Essential Question
- Generate words and phrases related to the Essential Questions using a Concept Web
- Engage in collaborative conversations about the weekly concept
- Paraphrase portions of print or digital text related to the weekly concept
- Present information on the weekly concept

Assessments

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DEPARTMENT: English

COURSE: ELA, Grade 4

Formative:

- Teacher observation (anecdotal notes and rubrics)
- Exit Tickets
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests

Benchmark:

- DIBELS 8 Subtests
 - Oral Reading Fluency-Words Correct (ORF-WC) & Accuracy (ORF-ACC)
 - MAZE
- LinkIt Benchmar

Alternative:

- Research and Inquiry Projects

Interdisciplinary Connections

Social Studies

Week 2

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What are some reasons people moved west?
- **Read & Respond to a Variety of Texts**
 - "Horse-Tamer Hattie Heads West"
 - "My Big Brother, Johnny Kaw"
 - "Apples to Oregon"
 - "Westward Bound: Settling the American West"
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

Week 3

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COURSE: ELA, Grade 4

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How can inventions solve problems?
- **Read & Respond to a Variety of Texts**
 - "George Washington Carver: Scientist and Inventor"
 - "Stephanie Kwolek: Inventor"
 - *How Ben Franklin Stole the Lightning*
 - "Energy is Everywhere"
- 6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

Week 5

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How can learning about the past help you understand the present?
- **Read & Respond to a Variety of Texts**
 - "Pictures From Long Ago"
 - "Where It All Began"
 - *Rediscovering Our Spanish Beginnings*
 - "History's Mysteries"
- 6.1.5.HistoryCC.6: Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

Visual and Performing Arts

Reader's Theater

- "The Camera in the Attic"
- 1.1.5.C.2- Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

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DEPARTMENT: English

COURSE: ELA, Grade 4

- Students will use their Chromebooks to navigate online platforms such as ConnectEd and LinkIt.
- **9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.**

Career Education

- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about the essential question.
- CRP8. Students will utilize critical thinking to make sense of problems and persevere in solving them when reading and responding to texts about how inventions can solve problems.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments

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Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 4

- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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