GREEN TOWNSHIP SCHOOL DISTRICT



Content Area: **Language Arts**

Course/Grade Level: **Fourth Grade**

Curriculum Committee Members:

Principal:
Jon Paul Bollette

Board Approval Date:
{Fill in when known}

4th Grade ELA

Mission:

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- **Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.**
- **Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.**
- **Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).**
- **Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.**
- **Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.**
- **Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.**
- **Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.**
- **Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.**

4th Grade ELA

Key Performance and Benchmark Tasks/Assessments
Resources for help in creating assessments
Formative assessments: ● Running Records ● iReady ● Journal Response ● Teacher observation of response to and interaction with peers ●
Summative Assessments: Examples may include: ● Published Writing ● Running Records ● Journal Response
Benchmark Assessments: ● Teacher-created benchmark assessments to be given periodically during the year.
Alternative Assessments: ● Teacher modifies assignments and activities based on student needs. ● Oral assessments administered in place of written when necessary. ● Accommodation and modification ideas may be found here: ○ Modifications & Accommodations Menu ○ *Assessments other than paper & pencil tests See link for more info:* *http://education.gmu.edu/assets/docs/forms/mirs/assessment_brochure.pdf*

4th Grade ELA

Integrated Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ***ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students***.

The attached worksheets can be printed ahead of each unit during the planning phase to help the teacher plan for the needs of particular students in each class, allowing for differentiation per unit and per year. The worksheets contain suggested accommodations and modifications for Content & Material, Student Organization, Instructional Strategies, Assessments, Attention/Focus, Written Language, and Social/Behavioral.
Modifications & Accommodations Menu

4th Grade ELA

Unit 1

Reading :Literature /Writing Narrative	**Pacing: Trimester 1**
Unit Summary: Readers will build strategies to close read text to identify key story elements and determine theme. In writing students use these elements to strengthen narrative writing pieces.	
Essential Questions: **Reading:** ● How do readers adapt when text gets more complex? ● How do we recall details and events from a text while connecting with the underlying structure of "story"? ● What is the author's purpose? ● What evidence can support the theme of the text? ● How does the character's actions help support the theme. ● What might be included in the summary of the text. ● How does the setting impact the text? ● What is the difference between a drama, poem or prose **Writing**: ● How can writers be independent problem solvers during writing workshop? ● How can young writers write with vigor? ● How do writers organize their writing according to a specific writing genre? ● How do writers choose a "focused topic" for a narrative writing piece? ● How do writers establish a situation and introduce a narrator and/or characters? ● How do writers provide a sequence of events in a story? ● How can I use dialogue to enhance my writing?	**Enduring Understandings:** **Reading:** ● Readers read with independence ● Readers set personal goals to create positive reading experiences. ● REaders work in partnership to help each other grow ideas ● Readers identify a character's perspective by envisioning, connecting, predicting, and inferring ● Readers build and grow theories about characters by thinking about a character's traits, motivations, obstacles, and lessons learned. ● Readers build and grow theories about characters by noticing how other characters act towards them. ● Readers defend their ideas by using specific evidence from the text ● Readers use close reading strategies to help them understand the text ● Readers determine the central theme in a book.

4th Grade ELA

	<u>Writing</u>: ● Writers compose a story hook to engage the reader. ● Writers establish the story's background or situation. ● Writers introduce a narrator and/or characters. ● Writers purposefully arrange events to make the story flow. ● Writers use dialogue and description to develop experiences and events. ● Writers use a variety of transitional words and phrases to manage the sequence of events. ● Writers use a variety of generating strategies to craft poems. ● Writers use concrete words and phrases to relay story details. ● Writers use sensory details to convey experiences and events precisely. ● Writers provide a conclusion that follows from the narrated experiences or events. ● Writers incorporate theme or a central message in their writing.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
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. **L.RF.4.4.** Read with sufficient accuracy and fluency to support comprehension.	**<u>Reading</u>:** ● Build their own reading identities and establish goals/habits to make their reading the best it can be. ● Strive to think deeply about the characters in their books and learn from them through the development of theories. ● Develop their skills in visualizing, predicting, summarizing, questioning, inferring, synthesizing, and connecting. ● Establish reading partnerships that positively influence the reading community.	Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning. Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media. Understanding Self and Others: Using literacy as a vehicle to affirm all the

4th Grade ELA

A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. L.WF.4.2 Demonstrate command of the conventions of encoding and spelling. 1. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. 2. Write affixed words that involve a sound or spelling change in the base word. 3. Spell grade-appropriate words correctly, consulting references as needed. 4. 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.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:	• Analyze theme. **<u>Writing</u>**: • Engage in the process of writing workshop to create, refine, and share their ideas. • Create a narrative story using technique, descriptive details, and clear event sequences. • Use a variety of generating strategies to craft poems. • Revise poetry according to the rhyme scheme, line breaks, stanza placement and word choice.	aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

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. C. Use independent clauses and coordinating conjunctions. D. Form irregular verbs; form and use progressive tenses. 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. H. Use apostrophes for possession. **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. C. Choose punctuation for effect. **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).** **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.** **Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).** **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.**		

4th Grade ELA

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.** **RI.MF.4.6. Use evidence to show how graphics and visuals (e.g. illustrations, charts, captions, 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.** **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.** **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).** **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.** **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.** **Provide a conclusion that follows from the narrated experiences or events.** **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.**		

4th Grade ELA

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 discipline-specific tasks, purposes and audiences.**		

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

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 solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

Unit 1: Core Unit Content

Vocabulary	*Key Concepts*
❑ narrative ❑ point of view ❑ first person ❑ third person	**Phonics/Word Recognition/Print Language Concepts:** ❑ Identify specific strategies for decoding words in texts. ❑ Apply the specific strategies for decoding and spelling multisyllabic words.

4th Grade ELA

❏ perspective ❏ theme/point ❏ evidence ❏ genre ❏ summarize ❏ paragraph ❏ close reading ❏ narrator ❏ character trait ❏ exposition ❏ character development	❏ Use various strategies to understand text and read with purpose. ❏ Accurately read grade-level poetry, prose, and text aloud. ❏ 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.

Unit 1: Instructional Materials & Resources

Core Instructional Materials	Supplemental Instructional Materials
Sadlier Vocabulary book Sadlier Grammar Book Scholastic Storyworks Fountas and Pinnel	Morphology

Unit 1: Assessments

Formative assessments:
comprehension checks, quick writes, reading responses, task cards, workbook pages, no red ink skill building practice modules, reading conferences, small group reading

Summative Assessments:
Running Records, Benchmarking, Sadlier unit test, published narrative, iready, Spelling assessment, vocabulary quizzes,AR test, exit tickets

4th Grade ELA

Alternative Assessments: projects

Unit 1: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.
Modifications & Accommodations Menu

4th Grade ELA

Unit 2

Reading Informational/Writing Informational 2nd Trimester	**Pacing: Trimester 2**
Unit Summary: Students will read non-fiction informational text, identifying text features, main idea and key details. Writers apply knowledge of informational text to create text that has a thesis and supporting details.	
Essential Questions: **Reading:** ● How does reading nonfiction differ from other types of reading I do? ● Why is it important to read and understand nonfiction text? ● How do readers recognize author's purpose? ● How does a reader make meaning of unfamiliar words or phrases? ● How does a reader use strategies to check for understanding? ● How are nonfiction books structured (organized)? ● How can the features of nonfiction text help me locate information ● Why is it important to find evidence to support my analysis or reflection of a literary text? ● How do I find appropriate evidence to support my analysis or reflection of a text **Writing:** ● How is information organized to support a topic? ● How can topics be examined in informative/explanatory text? (Character Claims, Theme, Author's Message) ● What transitional phrases do writers use when writing essays? ● How do writers communicate information clearly and accurately to others? ● How does knowledge of text structure enable the writers to replicate the structure in their own writing effectively?	**Enduring Understandings:** **Reading:** ● Readers recognize that nonfiction and fiction have different structures and are written for different purposes. ● Readers identify the difference between fact and opinion. ● Readers understand that nonfiction text can be organized by description, cause and effect, problem and solution, chronological or compare and contrast. ● Readers use text features that provide the reader with additional information or that can help a reader better understand the content. ● Readers can cite evidence to answer questions. ● Readers will be able to identify the author's purpose and use the purpose to inform how they read nonfiction texts. ● Readers can identify the main idea and key details. ● Readers can summarize key points. **Writing:** ● Writers apply knowledge of informational text structures (problem/solution, compare/contrast, cause/effect, descriptive, order/sequence) to create a nonfiction piece about a topic of interest. ● Writers will examine multiple nonfiction text sources and write an informative essay while conveying ideas and information

4th Grade ELA

	clearly using text evidence. ● Writers gather and critique information on a topic from a variety of sources for specific purposes. ● Writers revise and edit their writing to improve readability. ● Writers write a thesis statement to focus their writing. ● Writers use text features to support their ideas. ● Writers use transitional phrases to connect ideas.

New Jersey Student Learning Standards	Student Learning Objectives	Practices
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. **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. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	● Read and understand nonfiction text to learn new ideas. ● Understand that the text offer clues before or after the word to determine meaning of unfamiliar words or phrases. ● Refer to details and examples in a text when explaining, determining main idea or making inferences. ● Use various text structures and features to determine the author's purpose. ● Utilize information presented in various forms (text features). **<u>Writing</u>:** ● Produce a research-based informative/explanatory piece that requires examination of a topic from different aspects/text structures. ● Take notes and organize information into categories based on text structure to support	Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline. Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media. Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use. Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling. 1. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. 2. Write affixed words that involve a sound or spelling change in the base word. 3. Spell grade-appropriate words correctly, consulting references as needed. 4. 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.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.	informational/explanatory topic of interest. ● Engage in the writing process to create, refine, and share our ideas. ● Construct procedural writings that are explicit, clear, and sequential. ● Revise writing to improve clarity for the audience. ● Reference multiple sources about one topic so that they can become experts on that topic. ● Incorporate text features to help make complex ideas easier for their readers to understand. ● Introduce information, cite evidence, and provide a sense of closure.	understand, connect to and respect other perspectives and cultures.

C. Use independent clauses and coordinating conjunctions. D. Form irregular verbs; form and use progressive tenses. 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. H. Use apostrophes for possession. **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.		

C. Choose punctuation for effect. **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).** **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.** **Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).** **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.CI.4.2. Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.or'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.** **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.** **RI.MF.4.6. Use evidence to show how graphics and visuals (e.g. illustrations, charts, captions, 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.** **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.** **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).** **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.** **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.** **Provide a conclusion that follows from the narrated experiences or events.** **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 discipline-specific tasks,**		

purposes, and audiences.		

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

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9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

Unit 2: Core Unit Content

Vocabulary	*Key Concepts*
❑ informative ❑ importance ❑ media ❑ distinguish ❑ quotation marks ❑ dialogue ❑ paraphrase ❑ research ❑ cause / effect ❑ problem / solution ❑ compare / contrast ❑ chronology	**Phonics/Word Recognition/Print Language Concepts:** ❑ 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, prose, and text aloud with accuracy. ❑ 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.

4th Grade ELA

Unit 2: Instructional Materials & Resources	
Core Instructional Materials Sadlier Vocabulary book Sadlier Grammar Book Fountas and Pinnel Scholastic Storyworks	**Supplemental Instructional Materials** Morphology

Unit 2: Assessments
Formative assessments: comprehension checks, quick writes, reading responses, task cards, workbook pages, no red ink skill building practice modules
Summative Assessments: Running Records, Benchmarking, Sadlier unit test, published writing, iready, Spelling assessment, vocabulary quizzes,AR test, exit tickets, comprehension tests
Alternative Assessments: projects

Unit 2: Accommodations & Modifications
Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below. Modifications & Accommodations Menu

4th Grade ELA

Unit 3

Reading: Literature and Informations writing:Argumentative/Literary Analysis	**Pacing: Trimester 3**

Unit Summary: Readers identify an author's purpose and supporting details to defend ideas about the text. Writers create argumentative/opinion pieces that state a topic, support opinions with details and have a clear conclusion.

Essential Questions:

Reading:

- How do we draw meaning and understanding from a given text?
- What are the underlying messages in a text?
- How is the theme supported within the text?
- Why is it important to read from a variety of genres?
- How can we analyze/summarize a piece of text?
- How are various texts organized?
- How does the information that you read influence your opinion and effect your actions?
- How can readers conduct research to learn, synthesize across texts, and teach others what they are learning?

Writing:

- How does the organizational structure of an essay support the writer's purpose?
- How do writers write to convey an opinion through an essay or review?
- What supporting evidence is necessary in order to validate your opinion?

Enduring Understandings:

Readers Workshop:

- Readers understand author's purpose: persuade, inform, entertain.
- Readers reread to help monitor for understanding.
- Readers automatically use a repertoire of strategies as they read.
- Readers defend their ideas by using specific evidence from the text.
- Readers share their opinions about text with others.

Writers Workshop:

- Writers unpack the writing task
- Writers group supporting details to support the writer's purpose.
- Writers introduce the topic or text clearly.
- Writers state an opinion to be supported with reasons.
- Writers write a thesis statement to focus the writing.
- Writers connect opinions with reasons using linking words and phrases.
- Writers craft introductions that set their essays within larger, more global, contexts.
- Writers craft conclusions that leave readers with something to ponder

4th Grade ELA

New Jersey Student Learning Standards	Student Learning Objectives	Practices
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. 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. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. L.WF.4.2 Demonstrate command of the conventions of encoding and spelling. 1. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. 2. Write affixed words that involve a sound or spelling change in the base word. 3. Spell grade-appropriate words correctly, consulting references as needed. 4. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to	**Reading:** ● Utilize comprehension strategies they need in order to read texts ● Apply reading strategies with accuracy and fluency. ● Describe the overall structure of a story ● Develop skills in visualizing, predicting, summarizing, questioning, inferring, synthesizing, and connecting. ● Determine how characters change due to struggle or the course of events in a story. ● Analyze theme ● Demonstrate understanding of figurative language, word relationships, and nuances in word meaning. **Writing**: ● Writers will use their own reading responses to construct a thesis statement for their literary essays. ● Writers will support their thesis statements with evidence from their historical fiction novels. ● Writers will convey an opinion through an essay based on literature analysis. ● Support personal judgments with organized reasons and supporting evidence. ● Revise extensively, reviewing writing numerous times to make improvements	Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline. Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others. Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.

find the pronunciation and determine or clarify the precise meaning of key words and phrases. 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. C. Use independent clauses and coordinating conjunctions. D. Form irregular verbs; form and use progressive tenses. 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. H. Use apostrophes for possession.		

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. C. Choose punctuation for effect. 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). 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. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). 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. 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. RI.MF.4.6. Use evidence to show how graphics and visuals (e.g. illustrations, charts, captions, 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. 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. 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). 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. 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.		

Provide a conclusion that follows from the narrated experiences or events. 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 discipline-specific tasks, purposes, and audiences.		

Interdisciplinary Connections

2020 Career Readiness, Life Literacies, and Key Skills

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 solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

Unit 3: Core Unit Content

Vocabulary	*Key Concepts*

4th Grade ELA

❑ sentence ❑ synonym ❑ antonym ❑ phrase ❑ preposition ❑ adverb ❑ voice ❑ fragment ❑ run-on sentence ❑ comma ❑ verb tense	**Phonics/Word Recognition/Print Language Concepts:** ❑ 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. ❑ Accurately read grade-level poetry, prose, and text aloud. ❑ 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.

Unit 3: Instructional Materials & Resources

Core Instructional Materials	Supplemental Instructional Materials
Sadlier Vocabulary book Sadlier Grammar Book	Morphology

Unit 3: Assessments

Formative assessments:
comprehension checks, quick writes, reading responses, task cards, workbook pages, no red ink skill building practice modules

Summative Assessments:
Running Records, Benchmarking, Sadlier unit test, published narrative, iready, Spelling assessment, vocabulary quizzes,AR test, exit tickets

Alternative Assessments: projects

4th Grade ELA

Unit 3: Accommodations & Modifications

Please utilize the link below for ideas and strategies to use with ELL, Students with IEPS & 504s, At-Risk Students and Gifted & Talented Students. Note possible accommodations or modifications for this unit below.
Modifications & Accommodations Menu