Moonachie School District English Language Arts Curriculum: Grade 4

New Jersey Student Learning Standards for English Language Arts

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Grade 4 ELA Getting Ready Unit and Units 1-5

The following maps outline the Fourth Grade New Jersey Student Learning Standards for English Language Arts. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

Reading Literature and Informational Text	**Writing and Language**	**Foundational Skills**
End of story tests (multiple choice, open ended)	Journal Entries	Running records
End of Unit/Theme Assessments	Writing Process Pieces	Spelling Tests/Dictations
Running Records	Friendly Letter	Sorting activities
STAR Assessments	Persuasive	Building words
Sequencing activities	Narrative: Story Writing	Proofreading Editing
SAAVAS MyView Benchmark Assessments	Expository	Written activities i.e. graphic organizers
End of Book Activities	Newspaper Article	Writing samples
Exit slips	Written activities i.e. graphic organizers	
Blogs/Journal entries	Technology based presentations	
Literary Analysis Tasks	End of Book Activities/Pamphlets	
Research Simulated Tasks	Literary Analysis Tasks	
Narrative Task	Research Simulated Tasks	
Leveled Libraries		

Resources:

Graphic Organizers	Sequencing cards	Writers checklist
Smartboard	Leveled libraries	Audio books
Student Journals	Sentence strips	Readers Theater
Center Activities	Word rings	Rubrics
Proofreading chart	Retelling props	SAAVAS MyView materials
[Decodable Texts for Emergent Readers](#)		

References:

http://www.corestandards.org/the-standards/english-language-arts-standards/writing/grade-2/

http://www.state.nj.us/education/cccs/2016/ela/

NJ Technology Standards: http://www.state.nj.us/education/cccs/2014/tech/8.pdf

NJ Career Ready Practices: http://www.state.nj.us/education/cccs/2014/career/9pdf

ELL Scaffolds: http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf

Websites:

www.brainpop.com	www.spellingcity.com	www.eduplace.com
www.brainpopjr.com	www.edmoto.com	www.thinkcentral.com
www.storylineonline.net	www.mrnussbaum.com	www.rticentral.com
www.scholastic.com	www.superteacherworksheets.com	www.readworks.org
www.ereadingworksheets.com/	www.readwritethink.org	www.puzzlemaker.com
www.readingatoz.com	www.wordle.com	www.manybooks.net
www.commoncoresheets.com	www.adaptedmind.com	www.smartexchange.com
www.learnzillion.com		

Grade 4 ELA Getting Ready Unit and Units 1-5

English Language Arts Practices
Across All Domains & Standards
Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
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.
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 understand, connect to and respect other perspectives and cultures.

Content Area: ELA Reading	Grade Level: Fourth
Getting Ready Unit: Reciprocal Teaching (Best Practice)	Length of time: 6 weeks

Unit Theme: In this unit students will get ready to do reciprocal teaching in small groups of four. They will predict, question and clarify a fiction or nonfiction text. They will share their thoughts and do accountable talk in groups.

Essential Question: How does reciprocal teaching help us understand text?

Unit Readings Objectives:

- Generate predictions based off of text and illustrations
- Modify predictions after reading
- Generate questions to show inquiry and comprehension
- Share predictions and questions with peers
- Evaluate and analyze shared predictions and questions
- Modify predictions and questions

Unit Readings Standards:

- 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.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.

- 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.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.
- 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.

Unit Writing Objectives:

- Write about their predictions before and after reading to show how their thinking changes based on text evidence.
- Generate and record questions about the text to guide discussion and deepen comprehension.
- Use evidence from the text or illustrations to support their ideas in writing.
- Write short responses to explain or clarify confusing parts of a story or article.
- Share their writing with a partner or group, giving and receiving feedback respectfully.
- Revise their writing after peer discussions to make their ideas clearer.
  Express opinions in writing, explaining whether they agree or disagree with a partner's idea and why.

Grade 4 ELA Getting Ready Unit and Units 1-5

- Use complete sentences and transition words (because, for example, then, next) to organize their writing clearly.	

Unit Writing Standards:

- 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.
- 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.

Content Area: ELA Reading	**Grade Level: Fourth**
Unit 1: Networks (SAVVAS: My View Literacy)	**Length of time: 6 weeks**

Unit Theme: In this unit students will collaborate with others to determine how a place can affect how we live. Students will know about different types of narrative nonfiction and understand their elements. They will use language to make connections between reading narrative nonfiction and writing a personal narrative. Students will use elements of narrative nonfiction writing to write a personal narrative.
Essential Question: How can a place affect how we live?
Unit Readings Objectives:
- Use text evidence to explain the author's purpose in narrative nonfiction - Understand biography and analyze main ideas and details - Generate questions - Make connections across text by analyzing text structure and evaluate ideas - Make connections across text by analyzing text features - Confirm and correct predictions - Analyze text structure and summarize ideas to better understand a biography - Generate questions for Inquiry - Research local and National historical landmarks - Engage in productive collaboration - Incorporate media - Celebrate and reflect
Unit Readings Standards:
- RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. - RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. - RI.4.5. 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. - RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information

contributes to an understanding of the text in which it appears.
- SL.4.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
    - A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
    - C. Pose and respond to specific questions to clarify or follow up on information.
- SL.4.2 – Paraphrase or summarize information presented visually, orally, or through multimedia formats.
- SL.4.3 – Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.4 – Present information clearly and logically.
- SL.4.5 – Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.6 – Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

Unit Writing Objectives:

- Develop elements of personal narrative writing
- Develop the structure of personal narrative writing
- Apply writers craft and conventions of language to develop and write personal narratives
- Publish celebrate and assess personal narrative writing

Unit Writing Standards:

- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Unit Phonics Objectives: SAVVAS My View

Grade 4 ELA Getting Ready Unit and Units 1-5

- Suffixes -ed, -ing, -s, -er, -est
- Suffixes -ity, -ty, -ic, -ment
- Syllable Pattern VCe
- Vowel Teams and Digraphs
- Prefixes mis-, en-, em-

Unit Phonics Standards:

- 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.
    - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Content Area: ELA Reading	Grade Level: Fourth
Unit 2: Adaptations (SAVVAS: My View Literacy)	Length of time: 5 weeks
Unit Theme: In this unit students will collaborate with others to determine how living things adapt to the world around them. Students will know about different types of informational text and understand their text structures and features. They will use language to make connections between reading and writing information text. they will use elements of information on writing to write an article	
Essential Question: How do living things adapt to the world around them?	
Unit Readings Objectives:	

Grade 4 ELA Getting Ready Unit and Units 1-5

- Analyze the main idea and details to understand information on text
- Analyze cause and effect relationships in informational text
- analyze the significance of plot and setting in fiction
- Analyze structure, rhythm and rhyme, to visualize imagery in poetry
- Monitor comprehension to help synthesize information from multiple sources

Unit Readings Standards:

- RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- RL.4.5. Explain major differences 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.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.5. 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.
- SL.4.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
    - C. Pose and respond to specific questions to clarify or follow up on information.
    - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2 – Paraphrase or summarize information presented visually, orally, or through multimedia formats.
- SL.4.3 – Identify the reasons and evidence a speaker provides to support particular points.

Grade 4 ELA Getting Ready Unit and Units 1-5

- SL.4.5 – Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.6 – Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

Unit Writing Objectives:

- Develop elements of travel article writing
- Develop the structure of travel article writing.
- Apply writer's craft and conventions of language to develop and write travel articles
- Publish, celebrate, and assess travel article writing

Unit Writing Standards:

- W.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), illustrations, and multimedia when useful to aid 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.
- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation,

Content Area: ELA Reading	Grade Level: Fourth
Unit 3: Diversity (SAVVAS: My View Literacy)	Length of time: 5 weeks

Unit Theme: In this unit, students will collaborate with others to determine how we reach new understandings about diversity. They will learn about different types of fiction and understand their elements. They use language to make connections between reading and writing fiction. Students will use elements of narrative writing to write a realistic fiction story.

Essential Question: How can we reach new understandings through exploring diversity?

Unit Readings Objectives:

- Understand characters in realistic fiction better by noticing the changes they undergo
- Analyze plot and setting to understand important elements of realistic fiction
- Make connections across texts by considering author's purpose and genre
- Determine how the author's choice of point of view impacts the reader
- Use the power of visual imagery to make personal connections to the theme of a poem
- Research inclusive playground equipment for people with disabilities
- Generate questions for inquiry

Unit Readings Standards:

- RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- RL.4.5. Explain major differences 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.

Grade 4 ELA Getting Ready Unit and Units 1-5

- RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- SL.4.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
  - C. Pose and respond to specific questions to clarify or follow up on information.
  - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2 – Paraphrase or summarize information presented visually, orally, or through multimedia formats.
- SL.4.5 – Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.6 – Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

Unit Writing Objectives:

- Develop the structure of realistic fiction writing
- Apply the writer's craft and conventions of language to develop and write realistic fiction
- Publish, celebrate and assess realistic fiction writing

Unit Writing Standards:

- W.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 and sensory details to convey experiences and events precisely.

Grade 4 ELA Getting Ready Unit and Units 1-5

- E. Provide a conclusion that follows from the narrated experiences or events.
- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - B. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
    - C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
    - E. Form and use prepositional phrases.

Unit Phonics Objectives: SAVVAS My View

- Related Words (Base Words and Suffixes)
- r-Controlled Vowels
- Final Stable Syllables -le, -tion, -sion
- Syllable Patterns V/CV and VC/V
- Silent Letters

Unit Phonics Standards:

- 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.

Content Area: ELA Reading	Grade Level: Fourth
Unit 4: Impacts (SAVVAS: My View Literacy)	Length of time: 5 weeks
Unit Theme: In this unit, students will collaborate with others to determine how stories shape our world. They will	

learn about different types of traditional literature and understand their elements. They will use language to make connections between reading and writing. Students will use elements of opinion writing to write an opinion essay.

Essential Question: How do our stories shape our world?

Unit Readings Objectives:

- Analyze characters to synthesize information about characters in traditional tales
- Infer theme to make connections to traditional literature
- Identify elements of a play to help summarize a play
- Infer theme and make connections in historical fiction
- Evaluate details to help analyze and compare myths

Unit Readings Standards:

- RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- RL.4.5. Explain major differences 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.
- RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- SL.4.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
    - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2 – Paraphrase or summarize information presented visually, orally, or through multimedia formats.
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

- SL.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.4.5 – Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.6 – Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

Unit Writing Objectives:

- Develop elements of opinion essay writing
- Develop the structure of opinion essay writing
- Apply writer's craft and conventions of language to develop and write an opinion essay
- Publish, celebrate, and assess opinion essay writing

Unit Writing Standards:

- W.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.
- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

Unit Phonics Objectives: SAVVAS My View

- Greek and Latin Prefixes auto, anti, trans, amphi
- Suffixes -able, -ible
- Syllable Pattern VV
- Prefixes im-, in-, ir-
- Homophones

Unit Phonics Standards:

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

Content Area: ELA Reading	Grade Level: Fourth
Unit 5: Features (SAVVAS: My View Literacy	Length of time: 6 weeks
Unit Theme: In this unit, students will collaborate with others to determine why it is important to understand our planet. They will use language to make connections between reading and writing. They learn about different types of informational text and understand their structures and features. They will use knowledge of the elements and structure of poetry to write a poem.	

Grade 4 ELA Getting Ready Unit and Units 1-5

Essential Question: Why is it important to understand our planet

Unit Readings Objectives:

- Make inferences and analyze text features in informational text
- Monitor comprehension and analyze main ideas and details to understand informational text
- Analyze and summarize argumentative text
- Make inferences and explain ideas to understand informational text
- Use text evidence to explain concepts and compare and contrast accounts in informational text
- Generate questions for inquiry
- Research storms and environmental events to determine which pose the greatest dangers
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect

Unit Readings Standards:

- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.
- SL.4.1 – Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
    - 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.

Grade 4 ELA Getting Ready Unit and Units 1-5

- SL.4.2 – Paraphrase or summarize information presented visually, orally, or through multimedia formats.
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- SL.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.

Unit Writing Objectives:

- Develop literary elements of poetry writing
- Develop the structure of poetry writing
- Apply writer's craft and conventions of language to develop and write poetry

Unit Writing Standards:

- W.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 and sensory details to convey experiences and events precisely.
    - E. Provide a conclusion that follows from the narrated experiences or events.
- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    - A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    - A. Use correct capitalization.

Grade 4 ELA Getting Ready Unit and Units 1-5

	-	B. Use commas and quotation marks to mark direct speech and quotations from a text.
	-	C. Use a comma before a coordinating conjunction in a compound sentence.

Unit Phonics Objectives: SAVVAS My View

- Latin Roots gener
- Latin Roots port
- Suffixes -en, -ent, -ence
- Syllable Pattern VCCCV
- Prefixes dis-, over-, non-, under-
- Word Parts astro-, sub-, inter-, fore-

Unit Phonics Standards:

- L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
    - A. 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.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).

INTERDISCIPLINARY CONNECTIONS

Grade 4 ELA Getting Ready Unit and Units 1-5

| Other Core Content Areas | **Math**
- 4.DL.B Represent and interpret measurement data.
- 4.DL.A.1 Create data-based questions, generate ideas based on the questions, and then refine the questions.
- 4.DL.A.2 Develop strategies to collect various types of data and organize data digitally.
- 4.DL.A.3 Understand that subsets of data can be selected and analyzed for a particular purpose.
- 4.DL.A.4 Analyze visualizations of a single data set, share explanations and draw conclusions that the data supports.

Social Studies
- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
- 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
- 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the |

	local or state level and propose possible solutions. - 6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions. - 6.3.5.EconET.1: Investigate an economic issue that impacts children and propose a solution. **Science** - 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem. - 3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
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. - 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. - 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. - 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process. - 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. - 9.4.5.GCA.1: Analyze how culture shapes individual and

	community perspectives and points of view.
	- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance.
	- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
	- 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.
Computer Science and Design Thinking	- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
	- 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.
	- 8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.
	- 8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
	- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
	- 8.2.5.ED.3: Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.
	- 8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
Modifications	

Multilingual Learners	Special Education	At-Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls Sentence Stems Paragraph Frames Bilingual Dictionaries Think Alouds Read Alouds Highlight key vocabulary Annotation guides Think-pair-share Visual aides Modeling Cognates	Word walls Visual aides Graphic organizers Multimedia Leveled-readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color Contrast	Teacher tutoring Peer tutoring Study guides Graphic organizers Extended time Parent communication Modified assignments Counseling	Curriculum compacting Challenge assignments Enrichment activities Tiered activities Independent research/inquiry Collaborative teamwork Higher level questioning Critical/Analytical thinking tasks Self-directed activities	Word walls Visual aides Graphic organizers Multimedia Leveled readers Assistive technology Notes/summaries Extended time Answer masking Answer eliminator Highlighter Color contrast Parent communication Modified assignments Counseling