

<b><u>Marking Period 1</u></b> <b><u>(MP1)</u></b>	<b>ESL Curriculum Pacing Guide Grade 4</b>
<p>MP1</p> <p>Standards for ESL</p>	<p>WIDA English Language Development (ELD) Standards represent the social, instructional and academic language students use to engage with peers, educators and the curriculum in schools. The Standards highlight the language needed to meet academic expectations as described by state, college and career readiness standards</p> <p>ELD Standard 1: Language for Social and Instructional Purposes ELD-SI.4-12.Narrate Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Share ideas about one’s own and others’ lived experiences and previous learning</li> <li>• Connect stories with images and representations to add meaning</li> <li>• Identify and raise questions about what might be unexplained, missing, or left unsaid</li> <li>• Recount and restate ideas to sustain and move dialogue forward</li> <li>• Create closure, recap, and offer next steps</li> </ul> <p>ELD Standard 2: Language for Language Arts ELD-LA.4-5.Narrate.Interpretive Multilingual learners will interpret language arts narratives by</p> <ul style="list-style-type: none"> <li>• Identifying a theme from details</li> <li>• Analyzing how character attributes and actions develop across event sequences</li> <li>• Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes</li> </ul> <p>ELD-LA.4-5.Narrate.Expressive Multilingual learners will construct language arts narratives that</p> <ul style="list-style-type: none"> <li>• Orient audience to context</li> <li>• Develop and describe characters and their relationships</li> <li>• Develop story with complication and resolution, time and event sequences</li> <li>• Engage and adjust for audience</li> </ul> <p>ELD Standard 5: Language for Social Studies: ELD-SS.4-5.Explain.Interpretive Multilingual learners will interpret social studies explanations by</p>

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	<ul style="list-style-type: none"> <li>• Determining different opinions in sources for answering compelling and supporting questions about phenomena or events</li> <li>• Analyzing sources for a series of contributing factors or causes</li> <li>• Evaluating disciplinary concepts and ideas that are open to different interpretations</li> </ul> <p>ELD-SS.4-5.Argue.Expressive Multilingual learners will construct social studies arguments that</p> <ul style="list-style-type: none"> <li>• Introduce topic</li> <li>• Select relevant information to support claims with evidence from multiple sources</li> <li>• Establish perspective</li> <li>• Show relationships between claims with reasons and multiple sources of evidence</li> </ul> <hr/> <p><i>Foundational Skills: Reading Language</i> 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.</p> <p><i>Foundational Skills: Writing Language</i> 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.</p> <p>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:</p>

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	<ul style="list-style-type: none"> <li>A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.</li> <li>B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.</li> <li>C. Use independent clauses and coordinating conjunctions.</li> <li>D. Form irregular verbs; form and use progressive tenses.</li> <li>E. Form and use possessive nouns and pronouns.</li> <li>F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).</li> <li>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.</li> <li>H. Use apostrophes for possession.</li> </ul> <p>L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</li> <li>B. Choose words and phrases to convey ideas precisely.</li> <li>C. Choose punctuation for effect.</li> <li>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).</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</li> <li>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.</li> </ul> <p>L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</li> <li>B. Determine the meaning of words and phrases that allude to significant characters found in literature.</li> <li>C. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ul> <p>NJSLS Reading</p>

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	<p>RL 4.1 Refer to details and examples in text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text</p> <p>RL.4.2 – Determine the key details to identify theme in a story, drama, or poem and summarize the text.</p> <p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>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.</p> <p>R.I. 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.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>R.I. 4.4 Determine the meaning of general words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>NJSLS Writing</p> <p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.1.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.</p> <p>W.4.1.B. Provide reasons that are supported by facts from texts and/or other sources.</p> <p>W.4.1.C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>W.4.1.D. Provide a conclusion related to the opinion presented.</p> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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	<p>W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>NJSLS Speaking and Listening Domains            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.</p> <ul style="list-style-type: none"> <li>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</li> <li>B. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>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.</li> <li>D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul> <p>SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p>Language Standards</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</li> <li>b. Form and use the progressive (e.g., I was walking; I will be walking) verb tenses.</li> </ul> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use correct capitalization.</li> <li>d. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul> <p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>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 keywords and phrases</li> </ul> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
	<p>Social Studies Standards            4th Grade – Spatial Thinking</p>

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	<ul style="list-style-type: none"> <li>· Determine locations of places and interpret information available on maps and globes.</li> <li>· Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions and environments.</li> </ul> <p>4th Grade Critical Thinking</p> <ul style="list-style-type: none"> <li>· Distinguish fact from fiction.</li> <li>· Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.)</li> </ul> <p>4th Grade Chronological Thinking</p> <ul style="list-style-type: none"> <li>· Place key historical events and people in historical eras using timelines.</li> <li>· Explain how the present is connected to the past.</li> </ul> <p>4th Grade Presentation Skills</p> <ul style="list-style-type: none"> <li>· Use evidence to support an idea in a digital, oral, and/or written format.</li> <li>· Share information about a topic in an organized manner (i.e., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.</li> </ul>
<b>MP1</b> <b>Topics</b>	<p>The ESL/Social Studies block is designed to reinforce foundational English Language Arts (ELA) skills for ESL learners while using Social Studies content as a context for learning. While students will be introduced to important concepts about New Jersey and the Northeast, the primary emphasis and weight of instruction and assessment is on ELA/ESL skills. This integrated approach allows students to develop reading, writing, vocabulary, and grammar skills while also making connections to social studies topics.</p>
<b>MP1</b> <b>Skills/Concepts</b>	<p>Skills/concepts: Theme, Vocabulary in Context, Citing Evidence, Character Development, Summarize, Inference, Figurative Language</p> <p>Writing: Introduction to Write Paragraph, RACE Response, Write on Demand-Narrative Prompt, Narrative Task</p>
<b>MP1</b> <b>Core Materials</b>	<p>Core Novel: Nicky Fifth's New Jersey</p>

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<b>MP1 Standards</b>	<p><i>Foundational Skills: Reading Language</i> 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.</p> <p>Fluency L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>D. Read grade-level text with purpose and understanding.</li> <li>E. Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>F. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p><i>Foundational Skills: Writing Language</i> Spelling L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.</p> <ul style="list-style-type: none"> <li>E. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.</li> <li>F. Write affixed words that involve a sound or spelling change in the base word.</li> <li>G. Spell grade-appropriate words correctly, consulting references as needed.</li> <li>H. 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.</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>I. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.</li> <li>J. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.</li> <li>K. Use independent clauses and coordinating conjunctions.</li> <li>L. Form irregular verbs; form and use progressive tenses.</li> <li>M. Form and use possessive nouns and pronouns.</li> <li>N. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).</li> <li>O. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.</li> <li>P. Use apostrophes for possession.</li> </ul>

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	<p>L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>E. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</li> <li>F. Choose words and phrases to convey ideas precisely.</li> <li>G. Choose punctuation for effect.</li> <li>H. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>D. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>E. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</li> <li>F. 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.</li> </ul> <p>L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>E. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</li> <li>F. Determine the meaning of words and phrases that allude to significant characters found in literature.</li> <li>G. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>H. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ul> <p><b>Reading Standards</b></p> <p>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.</p> <p>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.</p> <p>RL.CI.4.2. Summarize a literary text and interpret the author’s theme citing key details from the text.</p> <p>RI.CI.4.2. Summarize an informational text and interpret the author’s purpose or main idea citing key details from the text.</p> <p>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.</p>

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	<p>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.</p> <p>RL.TS.4.4. 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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.</p> <p>RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.</p> <p>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.</p> <p>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.</p> <p><b>Writing Standards</b></p> <p>W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> <li>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>B.</li> <li>C. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>D. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>E. Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.</li> </ul>

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	<p>F. Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <ul style="list-style-type: none"> <li>A. Identify audience, purpose, and intended length of composition before writing.</li> <li>B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.</li> <li>C. Consider writing as a process, including self-evaluation, revision and editing.</li> <li>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.</li> <li>E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.</li> </ul> <p>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.</p> <p>W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.</p> <p>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.</p> <p>NJSLS- Speaking and Listening Domain</p> <p>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.</p> <ul style="list-style-type: none"> <li>E. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</li> <li>F. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>G. 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.</li> <li>H. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul> <p>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).</p> <p>SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>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.</p> <p>SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>

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	<p>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.</p>
<b>MP1 Topics</b>	<p><b>Overview/Rationale:</b> Throughout marking period 1, students will study New Jersey. The core novel, <i>Nicky Fifth's Garden State Adventure</i>, takes students on a tour all around the Garden State, stopping at different popular and historical sites. <i>Nicky Fifth's New Jersey</i> is a second novel that is available to use as well. In addition to the novels, the online resources mentioned throughout this pacing guide allow students to virtually explore our great state while gaining research skills and exposure to multiple nonfiction texts. Students will also read various realistic fiction and non-fiction texts to become proficient in the use of comprehension strategies. While exploring the Essential Question and Enduring Understandings, the students will make universal connections about their state and the people who live here. Core novel resources and mini lessons will be geared toward "Nicky Fifth Garden State Adventure" by Lisa Funari and the mentor text, <i>Too Many Tamales</i>, by Gara Soto.</p>
<b>MP1 Skills/Concepts</b>	<p>Skills/Concepts: Prefixes, Suffixes, Vocabulary in Context, Theme, Citing Evidence to Support, Character Development, Main Idea/Message. Figurative Language, Summarize, Inference</p> <p>Writing- Narrative Writing Task</p>
<b>MP1 Core Materials</b>	<p>Core Novel: <i>Nicky Fifth's Garden State Adventure</i> by Lisa Funari-Willever Mentor Text: <i>Too Many Tamales</i> by Gary Soto</p>

<b><u>Marking Period 2</u></b> <b><u>(MP2)</u></b>	<b>ESL Curriculum Pacing Guide Grade 4</b>
<p>MP2</p> <p>Standards for ESL</p>	<p>WIDA English Language Development (ELD) Standards represent the social, instructional and academic language students use to engage with peers, educators and the curriculum in schools. The Standards highlight the language needed to meet academic expectations as described by state, college and career readiness standards</p> <p>ELD Standard 1: Language for Social and Instructional Purposes ELD-SI.4-12.Narrate Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Share ideas about one’s own and others’ lived experiences and previous learning</li> <li>• Connect stories with images and representations to add meaning</li> <li>• Identify and raise questions about what might be unexplained, missing, or left unsaid</li> <li>• Recount and restate ideas to sustain and move dialogue forward</li> <li>• Create closure, recap, and offer next steps</li> </ul> <p>ELD Standard 2: Language for Language Arts ELD-LA.4-5.Narrate.Interpretive Multilingual learners will interpret language arts narratives by</p> <ul style="list-style-type: none"> <li>• Identifying a theme from details</li> <li>• Analyzing how character attributes and actions develop across event sequences</li> <li>• Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes</li> </ul> <p>Standard 3: Language for Mathematics English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics. ELD-MA 4-5-Explain.Expressive Multilingual learners construct mathematical explanations that</p> <ul style="list-style-type: none"> <li>• Introduce concept or entity</li> <li>• Share solution with others</li> <li>• Describe data and/or steps to solve problem</li> <li>• State reasoning used to generate solution</li> </ul>

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	<p>ELD Standard 5: Language for Social Studies: ELD-SS.4-5.Explain.Interpretive Multilingual learners will interpret social studies explanations by</p> <ul style="list-style-type: none"> <li>• Determining different opinions in sources for answering compelling and supporting questions about phenomena or events</li> <li>• Analyzing sources for a series of contributing factors or causes</li> <li>• Evaluating disciplinary concepts and ideas that are open to different interpretations</li> </ul> <p>ELD-SS.4-5.Argue.Expressive Multilingual learners will construct social studies arguments that</p> <ul style="list-style-type: none"> <li>• Introduce topic</li> <li>• Select relevant information to support claims with evidence from multiple sources</li> <li>• Establish perspective</li> <li>• Show relationships between claims with reasons and multiple sources of evidence</li> </ul> <hr/> <p><i>Foundational Skills: Reading Language</i> Phonics and Word Recognition L.RF.5.3. 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.5.4. 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.</p> <p><i>Foundational Skills: Writing</i> Sentence Composition (Grammar, Syntax, and Punctuation) L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. A. Avoid fragments, run-ons and rambling sentences, and comma splices. B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.</p>

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	<p>C. Ensure agreement between subject and verb and between pronoun and antecedent.  D. Distinguish between frequently confused words.  E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect  F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.  G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).  H. Spell grade appropriate words correctly, consulting references as needed.  L.KL.5.1. 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. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.  L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  A. Use context (e.g., cause/effect relationships and comparisons 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., photograph, photosynthesis).  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.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  A. Interpret figurative language, including similes and metaphors, in context.  B. Recognize and explain the meaning of common idioms, adages, and proverbs.  C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>NJSLS Reading</p> <p>RL 4.1 Refer to details and examples in text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text  RL.4.2 – Determine the key details to identify theme in a story, drama, or poem and summarize the text.</p>

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	<p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>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.</p> <p>R.I. 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.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>R.I. 4.4 Determine the meaning of general words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>NJSLS Writing</p> <p>W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.3.A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.4.3.B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W.4.3.C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W.4.3.D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>W.4.3.E. Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>(Grade-specific expectations for writing types are defined in standards 1-3.)</p>

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	<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.4.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p>W.4.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <p>W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.</p> <p>W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>NJSLS Speaking and Listening Domains</p> <p>S.L. 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.</p> <p>a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions considering information and knowledge gained from the discussions</p> <p>SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p>SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p>Language Standards</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p>

<b>Marking Period 2 (MP2)</b>	<b>ESL Curriculum Pacing Guide Grade 4</b>
	<p>b. Form and use the progressive (e.g., I was walking; I will be walking) verb tenses.</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>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 keywords and phrases</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
	<p>Social Studies Standards</p> <p>Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</li> </ul>
<p><b>MP2</b></p> <p><b>Topics</b></p>	<p>During Marking Period 2, the ESL/Social Studies block continues to integrate English language development with the district’s ELA and Social Studies curriculum. Although students explore significant Social Studies content—including early Native Peoples, colonization, the American Revolution, government, elections, culture, and citizenship—the primary instructional emphasis remains on ESL/ELA skill development. Social Studies serves as a meaningful context through which multilingual learners practice reading comprehension, vocabulary, writing, grammar, discussion skills, and structured academic language routines.</p> <p>Instruction across all ten weeks is intentionally scaffolded for WIDA Levels 1–2, ensuring consistent access to grade-level content through visuals, sentence frames, oral language routines, chunked text, partner talk, and structured writing supports. Weekly lessons align with the district ELA At-a-Glance and incorporate familiar anchor texts and routines,</p>

<b><u>Marking Period 2</u></b> <b><u>(MP2)</u></b>	<b>ESL Curriculum Pacing Guide Grade 4</b>
	<p>including <i>The Librarian of Basra</i>, Kids Discover informational texts, NewsELA leveled articles, and Notice &amp; Note signposts.</p> <p>Students investigate the marking period’s overarching theme—Get Up, Stand Up, Fight for Your Rights—by analyzing how individuals across time have taken action to protect what they value. These literacy-rich explorations connect directly to Social Studies content on cultural identity, early exploration, the fight for freedom during the American Revolution, civic participation, and the diversity of modern American life.</p>
<b>MP2</b> <b>Skills/Concepts</b>	<p>Skills/concepts: Inference, Analysis of poem/text, theme, Citing Evidence, Character Analysis, Contextualized Vocabulary, Word Choice</p> <p>Writing: Literary Analysis Task</p>
<b>MP2</b> <b>Core Materials</b>	<p>Mentor Text: <i>The Librarian of Basra</i></p>

<b>Marking Period 2 (MP2)</b>	<b>SPA ELA Curriculum Pacing Guide Grade 4</b>
<b>MP2 Standards</b>	<p><b>Reading Standards _</b></p> <p>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.</p> <p>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.</p> <p>RL.CI.4.2. Summarize a literary text and interpret the author’s theme citing key details from the text.</p> <p>RI.CI.4.2. Summarize an informational text and interpret the author’s purpose or main idea citing key details from the text.</p> <p>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.</p> <p>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.</p> <p>RL.TS.4.4. 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.</p> <p>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.</p> <p>RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.</p> <p>RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.</p> <p><b>Writing Standards _</b></p> <p>W. IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>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.</li> <li>B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</li> </ul>

<b>Marking Period 2 (MP2)</b>	<b>SPA ELA Curriculum Pacing Guide Grade 4</b>
	<p>C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a conclusion related to the information or explanation presented.</p> <p>W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>A. Identify audience, purpose, and intended length of composition before writing.</p> <p>B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.</p> <p>C. Consider writing as a process, including self-evaluation, revision and editing.</p> <p>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.</p> <p>E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.</p> <p>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.</p> <p>W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.</p> <p>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.</p> <p><b>Speaking and Listening Standards _</b></p> <p>S 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.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>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).</p> <p>SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>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</p>

<b>Marking Period 2</b> <b>(MP2)</b>	<b>SPA ELA Curriculum Pacing Guide Grade 4</b>
	<p><b>Language Domain</b>            Foundational Skills: Reading Language</p> <p>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.</p> <p>Fluency            L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>A. Read grade-level text with purpose and understanding.</li> <li>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p>Foundational Skills: Writing Language</p> <p>Spelling            L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.</p> <ul style="list-style-type: none"> <li>A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.</li> <li>B. Write affixed words that involve a sound or spelling change in the base word.</li> <li>C. Spell grade-appropriate words correctly, consulting references as needed.</li> <li>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.</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.</li> <li>B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.</li> <li>C. Use independent clauses and coordinating conjunctions.</li> <li>D. Form irregular verbs; form and use progressive tenses.</li> <li>E. Form and use possessive nouns and pronouns.</li> <li>F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).</li> </ul>

<b>Marking Period 2</b> <b>(MP2)</b>	<b>SPA ELA Curriculum Pacing Guide Grade 4</b>
	<p>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.</p> <p>H. Use apostrophes for possession.</p> <p>L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</p> <p>B. Choose words and phrases to convey ideas precisely.</p> <p>C. Choose punctuation for effect.</p> <p>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).</p> <p>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.</p> <p>A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>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.</p> <p>L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>B. Determine the meaning of words and phrases that allude to significant characters found in literature.</p> <p>C. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>

<b>Marking Period 2 (MP2)</b>	<b>SPA ELA Curriculum Pacing Guide Grade 4</b>
<b>MP2 Topics</b>	<p>Throughout this unit, students will explore important moments in American history through reading, writing, and discussion. They will learn about the colonization of America, the interactions between colonists and Native Americans, the causes of the American Revolution, and the lasting impact of the fight for political freedom. Through stories, informational texts, and PBLs, students will discover how people from different backgrounds worked together for a common cause and created lasting change. Throughout the unit, students will consider the essential question: What causes people to rise up and fight for what they believe in?</p> <p>Essential Question: What causes people to rise up and fight for what they believe in?</p>
<b>MP2 Skills/Concepts</b>	<p>Skills/Concepts: Personification Inference, analysis of poem/text, theme, citing evidence, character analysis, contextualized vocabulary, word choice, theme with evidence text</p> <p>2B Writing: Literary Analysis Task</p>
<b>MP2 Core Materials</b>	<p>Novel: George Washington's Socks</p> <p>Mentor Text: <i>The Librarian of Basra: A True Story from Iraq</i> by Jeanette Winter</p>

<b>Marking Period 3 (MP3)</b>	<b>ESL Curriculum Pacing Guide Grade 4</b>
<p>MP3 Standards for ESL</p>	<p>WIDA English Language Development (ELD) Standards represent the social, instructional and academic language students use to engage with peers, educators and the curriculum in schools. The Standards highlight the language needed to meet academic expectations as described by state, college and career readiness standards</p> <p>ELD Standard 1: Language for Social and Instructional Purposes ELD-SI.4-12.Narrate Multilingual learners will...</p> <ul style="list-style-type: none"> <li>• Share ideas about one’s own and others’ lived experiences and previous learning</li> <li>• Connect stories with images and representations to add meaning</li> <li>• Identify and raise questions about what might be unexplained, missing, or left unsaid</li> <li>• Recount and restate ideas to sustain and move dialogue forward</li> <li>• Create closure, recap, and offer next steps</li> </ul> <p>ELD Standard 2: Language for Language Arts ELD-LA.4-5.Narrate.Interpretive Multilingual learners will interpret language arts narratives by</p> <ul style="list-style-type: none"> <li>• Identifying a theme from details</li> <li>• Analyzing how character attributes and actions develop across event sequences</li> <li>• Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes</li> </ul> <p>Standard 3: Language for Mathematics English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics. ELD-MA 4-5-Explain.Expressive Multilingual learners construct mathematical explanations that</p> <ul style="list-style-type: none"> <li>• Introduce concept or entity</li> <li>• Share solution with others</li> <li>• Describe data and/or steps to solve problem</li> <li>• State reasoning used to generate solution</li> </ul>

<b>Marking Period 3 (MP3)</b>	<b>ESL Curriculum Pacing Guide Grade 4</b>
	<p>ELD Standard 5: Language for Social Studies: ELD-SS.4-5.Explain.Interpretive Multilingual learners will interpret social studies explanations by</p> <ul style="list-style-type: none"> <li>• Determining different opinions in sources for answering compelling and supporting questions about phenomena or events</li> <li>• Analyzing sources for a series of contributing factors or causes</li> <li>• Evaluating disciplinary concepts and ideas that are open to different interpretations</li> </ul> <p>ELD-SS.4-5.Argue.Expressive Multilingual learners will construct social studies arguments that</p> <ul style="list-style-type: none"> <li>• Introduce topic</li> <li>• Select relevant information to support claims with evidence from multiple sources</li> <li>• Establish perspective</li> <li>• Show relationships between claims with reasons and multiple sources of evidence</li> </ul> <hr/> <p>Language Standards 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). b. Form and use the progressive (e.g., I was walking; I will be walking) verb tenses. L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. d. Spell grade-appropriate words correctly, consulting references as needed. L.4.4. Determine or clarify the meaning of unknown and multiple-meaning 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. 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 keywords and phrases L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)</p>

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	<p>NJSLS Reading</p> <p>RL 4.1 Refer to details and examples in text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text</p> <p>RL.4.2 – Determine the key details to identify theme in a story, drama, or poem and summarize the text.</p> <p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>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.</p> <p>R.I. 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.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>R.I. 4.4 Determine the meaning of general words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>NJSLS Writing</p> <p>W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.3.A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W.4.3.B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>W.4.3.C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>W.4.3.D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>

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	<p>W.4.3.E. Provide a conclusion that follows from the narrated experiences or events.</p> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.)</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.4.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.</p> <p>W.4.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <p>W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work and provide a list of sources.</p> <p>W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>NJSLS Speaking and Listening Domains</b></p> <p>S.L. 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.</p> <ol style="list-style-type: none"> <li>a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d. Review the key ideas expressed and draw conclusions considering information and knowledge gained from the discussions</li> </ol> <p>SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>

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	<p>SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p> <p>Language Standards</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. Form and use the progressive (e.g., I was walking; I will be walking) verb tenses.</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>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 keywords and phrases</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</p>
	<p>Social Studies Standards</p> <p>Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.</li> </ul>
<b>MP3 Topics</b>	<p>During Marking Period 3, the ESL block continues to integrate English language development with the district’s ELA curriculum through a strong emphasis on informational reading and research-based writing. While students engage with rich Social Studies and real-world topics—such as historical figures, inventions, perseverance, and innovation—the primary instructional focus remains on developing core ESL/ELA skills. Informational texts, biographies, and</p>

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	<p>multimedia sources serve as meaningful contexts for multilingual learners to practice reading comprehension, academic vocabulary, structured writing, and oral language routines.</p> <p>Instruction across the marking period is intentionally scaffolded for WIDA Levels 1–4, ensuring access to grade-level standards through visuals, sentence frames, modeled writing, partner talk, repeated readings, and explicit instruction in writing structures. Weekly lessons align closely with the district ELA pacing and gradually prepare students for the Research Simulation Task (RST) by building skills in close reading, note-taking, citing sources, elaboration, and revision.</p> <p>Throughout MP3, students work through the full writing process—planning, drafting, revising, editing, and publishing—using familiar routines such as RACE, PTO organizers, GST/TSG paragraph structures and ARMS &amp; CUPS. Instruction culminates in independent RST writing and reflection activities that support both benchmark readiness and long-term academic language growth.</p> <p>Essential Question: How do people use ideas, effort, and perseverance to create change or solve problems?</p>
<b>MP3 Skills/Concepts</b>	<p>Skills/concepts: Character Analysis, Close reading, main idea, key details, author’s message, point of view, speaking and listening, supporting details, contrasts and contradictions, making predictions, text structure (sequence), Cause and effect</p> <p>Writing: Research Simulation Task (RST)</p>
<b>MP3 Core Materials</b>	<p>Read Aloud Texts and multimedia resources are used to gain meaningful Social Studies background while prioritizing English language development and writing</p>

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<b>MP3 Standards</b>	<p><b>Reading Standards</b></p> <p>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.</p> <p>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.</p> <p>RL.CI.4.2. Summarize a literary text and interpret the author’s theme citing key details from the text.</p> <p>RI.CI.4.2. Summarize an informational text and interpret the author’s purpose or main idea citing key details from the text.</p> <p>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.</p> <p>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.</p> <p>RL.TS.4.4. 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.</p> <p>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.</p> <p>RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.</p> <p>RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.</p> <p>Language Domain Foundational Skills: Reading Language</p> <p>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.</p>

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	<p>Fluency L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>A. Read grade-level text with purpose and understanding.</li> <li>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul> <p>Foundational Skills: Writing Language Spelling L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.</p> <ul style="list-style-type: none"> <li>A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.</li> <li>B. Write affixed words that involve a sound or spelling change in the base word.</li> <li>C. Spell grade-appropriate words correctly, consulting references as needed.</li> <li>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.</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.</li> <li>B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.</li> <li>C. Use independent clauses and coordinating conjunctions</li> <li>D. Form irregular verbs; form and use progressive tenses.</li> <li>E. Form and use possessive nouns and pronouns.</li> <li>F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).</li> <li>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.</li> <li>H. Use apostrophes for possession.</li> </ul> <p>L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.</li> <li>B. Choose words and phrases to convey ideas precisely.</li> <li>C. Choose punctuation for effect.</li> </ul>

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	<p>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).</p> <p>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.</p> <p>A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>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.</p> <p>L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>B. Determine the meaning of words and phrases that allude to significant characters found in literature.</p> <p>C. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p><b>Writing Standards _</b></p> <p>W. IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</p> <p>C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a conclusion related to the information or explanation presented.</p> <p>W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>

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	<p>A. Identify audience, purpose, and intended length of composition before writing.</p> <p>B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.</p> <p>C. Consider writing as a process, including self-evaluation, revision and editing.</p> <p>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.</p> <p>E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.</p> <p>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.</p> <p>W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.</p> <p>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.</p> <p><b>Speaking and Listening Standards _</b></p> <p>S 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.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>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).</p> <p>SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p> <p>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</p>

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<b>MP3 Topics</b>	<p><b>Overview/Rationale:</b> Throughout the marking period, students will gain an understanding of what it means to be an entrepreneur by investigating, through research, the different ways in which successful entrepreneurs have made their dreams reality. Students will see themselves as entrepreneurs by exploring the process of setting goals, making a plan and achieving the end result. Students will be challenged, through different PBL opportunities, to design their own businesses and inventions. In the novel, <i>La Guerra de la Limonada</i>, students will witness how it is possible for children to become entrepreneurs in hopes of accomplishing a goal. The world of small business and entrepreneurship is a competitive one! The novel also helps students see this competitive side. Within the mentor text <i>Honda: The Boy Who Dreamed of Cars</i>, as well as other cited mentor texts, students will further explore the diversity of entrepreneurial opportunities, the vastness of possibilities of the entrepreneurial process and the many different paths that people follow to accomplish their dreams.</p>
<b>MP3 Skills/Concepts</b>	<p>Skill/Concept: Point of View, Textual Evidence, Figurative Language, Theme/ Idea, Vocabulary Strategies, Analysis, Poem-Elements 2B Writing: Informative/Explanatory (RST)</p>
<b>MP3 Core Materials</b>	<p>Novel: <i>La Guerra de la Limonada</i></p>