

Grade 4 ELA

Unit Title: Unit 1: My Story, My Voice: Personal Narratives

Stage 1: Desired Results

Standards & Indicators:

Language Domain:

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

L.WF.4.2d Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.WF.4.3 Demonstrate command of the conventions of writing, including those listed under grade three foundational skills.

L.WF.4.3a Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.

L.WF.4.3d Form irregular verbs; form and use progressive tenses.

L.WF.4.3f Capitalize the first word in quotations as appropriate; capitalize other important words (e.g., section headings).

L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.KL.4.1a Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.4.1b Choose words and phrases to convey ideas precisely.

L.KL.4.1c Choose punctuation for effect.

L.VL.4.2 Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.VL.4.2c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.VI.4.3a Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

L.VI.4.3d Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.WF.4. Cursive Lessons

Reading Domain:

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.

RI.CI.4.2 Summarize an informational text and interpret the author's purpose or main idea, citing key details from the text.

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.

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.

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.

Writing Domain:

W.AW.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.AW.4.1a 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.

W.AW.4.1b Provide reasons that are supported by facts from texts and/or other sources.

W.AW.4.1c Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).

W.AW.4.1d Provide a conclusion related to the opinion presented.

W.WP.4.4 With some guidance and support from adults, develop and strengthen writing as needed by planning, revising, and editing.

W.WP.4.4a Engage in the writing process by planning, drafting, revising, editing, and publishing writing.

W.WP.4.4b Recognize and apply a variety of strategies to generate ideas for writing.

W.WP.4.4c With adult and peer feedback, revise writing by adding, deleting, clarifying, or rearranging text.

W.WP.4.4d With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell

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checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

W.WP.4.4e After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.SE.4.6 Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

Speaking and Listening Domain:

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.

SL.PE.4.1a: Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.PE.4.1c: 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.

SL.PE.4.1d: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.II.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

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

SL.PI.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.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.

Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking

Standard	Performance Expectations	Core Ideas
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	You can give back in areas that matter to you.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.2	Identify how you might like to earn an income	
9.2.5.CAP.8	Identify risks that individuals and households face	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
8.1.5.CS.1	Model how computing devices connect to other components to form a system.	Computing devices may be connected to other devices to form a system as a way to extend their capabilities.
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.	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge.
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.	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.
8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.	Societal needs and wants determine which new tools are developed to address real-world problems.

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Central Idea/Enduring Understanding: Readers use close reading, critical thinking, and text evidence to deepen understanding and make inferences. Writers communicate effectively by using literary elements, point of view, and relevant evidence to craft engaging narratives and support well-reasoned opinions.	Essential/Guiding Question: How do authors use personal experiences, details, and dialogue to tell meaningful stories? How can I use my own experiences to write a personal narrative that engages and informs my readers?
Content: Identify elements of a personal narrative Determine character traits using actions dialogue, and thoughts Determine cause and effect Describe setting and sequence of events Make inferences using text evidence Analyze first-person point of view Identify the theme and author's message Recognize figurative language Use sensory details to better understand the text Close Reading Characteristics of personal narratives Stories told from a first-person point of view Characters, setting, and events in a story How authors share personal experiences Character traits and feelings Dialogue and how it helps tell a story Sensory details and descriptive language Theme or message of a story Brainstorm meaningful memories. Write focused paragraphs. Develop strong introductions. Organize events in chronological order. Use transition words. Include dialogue correctly. Add sensory details and vivid descriptions. Use similes and metaphors. Write satisfying conclusions. Revise, edit, and publish writing. Complete sentences Grammar review (nouns, verbs, adjectives, adverbs) Vocabulary development Figurative language Academic vocabulary related to narrative writing Cursive lesson/practice Participate in collaborative discussions Share memories and personal experiences Ask and answer questions Build on others' ideas Provide peer feedback Provide constructive peer feedback Listen respectfully and respond appropriately	Skills(Objectives): Work independently and collaboratively to compare personal narratives to other forms of writing. Read closely for understanding to monitor comprehension Analyze and describe a theme in the text. Cite evidence to describe characters, settings, and events. Determine how a narrator's point of view shapes the story. Infer character feelings and motivations using evidence. Identify the theme and explain how details support it. Explain how similes, metaphors, and sensory language enhance meaning. Identify the features of a personal narrative. Describe characters using details from the story. Explain how characters' actions and feelings affect events. Identify the narrator and point of view. Determine the theme or message of a story. Explain how dialogue and sensory details make stories stronger. Use evidence from the text to support their answers. Write a personal narrative about a meaningful experience. Brainstorm ideas from personal experiences Develop a clear beginning, middle, and end. Use descriptive language and sensory details to engage readers. Elaborate with descriptive details. Describe events from specific points of view. Include dialogue to develop characters and events. Use transitions to show the sequence of events. Revise writing to improve clarity and organization. Edit writing for grammar, spelling, capitalization, and punctuation. Revise a narrative based on teacher feedback Use correct punctuation and capitalization when writing Identify and use action verbs in writing. Determine the meanings of unfamiliar words using context clues. Use similes and metaphors to enhance descriptive writing. Write in cursive Actively participate respectfully in classroom discussions. Ask relevant questions that deepen understanding. Explain ideas using complete sentences and appropriate vocabulary. Present a personal narrative clearly to an audience. Listen carefully and provide meaningful feedback to classmates.

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	Answer questions using complete sentences. Support ideas with evidence. Speak with appropriate volume, pacing, and expression. Summarize what others have shared.
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Interdisciplinary Connections:

Visual Performing Arts

1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

Science

4-ESS3-1: Over time, people's needs and wants change, as do their demands for new and improved technologies.

Social Studies

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas

Health/P.E.

2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA Unit Assessment

Benchmark Assessments

- Student Performance
- DIBELS
- Oral Reading Fluency

Other Evidence:

Student Data Notebooks

- Orally administered assessments
- Visual representations
- Graphic organizers
- NWEA MAP

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Do Now
Cold Call
Turn- and- Talk
Think-Pair- Share
Jigsaw
Annotation
Group Discussions
Conferencing
Conferring
Think Alouds
Small Group Instruction
Close Read
Modeling
Student Goal Setting
Exit Ticket
Peer Reviews
Journaling
Cursive Handwriting

Resources:

ELA:

- CKLA

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- <https://www.nj.gov/education/holocaust/centers/>

*Be sure to only include applicable resources.

Differentiation: *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) Provide options, alternatives and choices to differentiate and broaden the curriculum Organize and offer flexible small group learning activities Provide whole group enrichment explorations Teach cognitive and methodological skills Use center, stations, or contracts Organize integrated problem-solving simulations Debrief students Propose interest-based extension activities	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries Work toward longer passages as skills in English increase Use visuals Introduce key vocabulary before lesson Teacher reads aloud daily (model) Provide peer tutoring Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Unit Title: Unit 2: Knight and Castles: Europe's Middle Ages

Stage 1: Desired Results

Standards & Indicators:

Language Domain:

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.

L.RF.4.4a Read grade-level text with purpose and understanding.

L.RF.4.4b Read grade-level text orally with accuracy, appropriate rate, and expression.

L.RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.WF.4. Cursive Lessons

L.WF.4.2a Analyze and spell multisyllable words with the most common Latin roots, prefixes, and suffixes.

L.WF.4.2b Write affixed words that involve a sound or spelling change in the base word.

L.WF.4.2c Spell grade-appropriate words correctly, consulting references as needed.

L.WF.4.2d Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.WF.4.3 Demonstrate command of the conventions of writing, including those listed under grade three foundational skills.

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L.WF.4.3a Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
L.WF.4.3b Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
L.WF.4.3d Form irregular verbs; form and use progressive tenses.
L.KL.4.1a Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.KL.4.1b Choose words and phrases to convey ideas precisely.
L.VL.4.2 Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
L.VL.4.2b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
L.VI.4.3c Recognize and explain the meaning of common idioms, adages, and proverbs.
L.WF.4. Cursive Lesson

Reading Domain:

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.
RI.IT.4.3 Describe the impact of individuals, events, and ideas throughout the course of a text, using an in-depth analysis of the connections and interactions among ideas, individuals, and events.
RI.TS.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
RI.PP.4.5 Describe the overall text structure (e.g., chronology, comparison, cause/effect, problem/solution) in an informational text or part of a text.
RI.MF.4.6 Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
RI.AA.4.7 Analyze how an author uses facts, details, and explanations to develop ideas or to support their reasoning.
RI.CT.4.8 Compare and contrast the treatment of similar themes, topics, and patterns of events in informational texts from authors of different cultures.

Writing Domain:

W.AW.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.AW.4.1a 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.
W.AW.4.1b Provide reasons that are supported by facts and details.
W.AW.4.1c Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).
W.AW.4.1d Provide a conclusion related to the opinion presented.
W.WR.4.5 Plan, revise, and edit with guidance and support from peers and adults, developing and strengthening writing as needed by planning, revising, and editing.
W.RW.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
W.WP.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Speaking and Listening Domain:

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.
SL.PE.4.1a: Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking

Standard	Performance Expectations	Core Ideas
9.2.5.CAP.8	Identify risks that individuals and households face.	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying

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		critical thinking skills.
8.1.5.CS.1	Model how computing devices connect to other components to form a system.	Computing devices may be connected to other devices to form a system as a way to extend their capabilities.
8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information.	Distinguishing between public and private information is important for safe and secure online interactions. Information can be protected using various security measures.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm solutions, and evaluate possible solutions using supporting sketches or models.	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.
8.2.5.ED.6	Evaluate and test alternative solutions using identified constraints and trade-offs identified in the design process.	Engineering design requirements include desired features and limitations that need to be considered.
8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product or system.	Societal needs and wants determine which new tools are developed to address real-world problems.
Central Idea/Enduring Understanding: Life in medieval Europe was shaped by a system of social classes, traditions, and responsibilities, including the roles of kings, nobles, knights, and peasants. Castles, feudalism, and the code of chivalry influenced how people lived, worked, and interacted during the Middle Ages. Students will understand that societies are shaped by their systems of government, social structures, and cultural beliefs. By studying the Middle Ages, students can analyze how people's roles, responsibilities, and choices affected their communities and how historical events continue to influence the world today.		Essential/Guiding Question: How did the people, ideas, and systems of the Middle Ages shape life in medieval Europe? How do authors use evidence and details to help readers understand the past?
Content: Using text features Determining main ideas and supporting details Summarizing historical information using evidence Examining characters Identifying character traits and motivations Analyzing how characters respond to challenges Comparing legends and historical accounts Understanding point of view Making inferences using text evidence Examining how authors use description and dialogue to develop characters and events Stories and legends connected to medieval Europe Characters such as knights, kings, and heroes Character traits, motivations, and actions Challenges characters face and how they respond Themes and lessons found in stories		Skills(Objectives): Identify main ideas and supporting details Cite evidence from informational texts Determine important information from historical texts Summarize information Use text features to locate and understand information Determine meaning of academic and domain-specific vocabulary Make connections between ideas and events Compare information from multiple sources Describe characters and explain their actions and choices. Explain how characters respond to challenges. Identify the theme or message of a story. Use details from a text to support ideas about characters and events. Explain how an author's word choice helps develop a story. Compare ideas and themes found in medieval stories.

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Setting and events in medieval narratives How authors use dialogue and descriptions to develop characters How stories reflect ideas about courage, loyalty, and responsibility Writing informative/explanatory Developing a clear topic and purpose Organizing ideas logically with headings and paragraphs Supporting ideas with facts and details from texts Using domain-specific vocabulary Writing summaries of historical information Comparing aspects of medieval life Revising and editing writing Using academic and domain-specific vocabulary Determining word meanings using context clues Studying morphology Using precise words to explain historical ideas Applying grammar conventions in writing Using correct capitalization, punctuation, and sentence structure Strengthening writing through descriptive language and varied sentence structures Cursive lesson/practice Participating in discussions Asking and answering questions Sharing ideas Comparing different perspectives Collaborating with classmates Presenting information Active listening	Summarize a story using important details. Gather and organize information Write informative pieces explaining aspects of medieval life. Develop a clear focus and organize information logically. Support ideas with facts, examples, and evidence from texts. Use historical vocabulary accurately. Explain similarities and differences between topics Revise and edit writing to improve clarity, organization, and conventions Develop paragraphs with supporting details Organize ideas logically Determine word meanings using context clues Use prefixes, suffixes, and roots to understand vocabulary (morphology) Construct complete and varied sentences Apply capitalization, punctuation, and spelling rules. Write complete sentences with appropriate grammar. Choose precise words to explain historical ideas and concepts. Write in cursive Participate in discussions about medieval history using academic vocabulary. Ask questions that deepen understanding of texts. Explain ideas using evidence from readings. Compare perspectives of people from different roles in medieval society. Present information clearly to an audience. Respond respectfully to classmates' ideas.
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Interdisciplinary Connections:

Visual Performing Arts

1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

Social Studies

6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration (Climate Change)

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas (Climate Change)

Science

5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources, environment, and address climate change issues. (Climate Change)

Health/P.E.

2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.

2.2.5.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that effect personal health.

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

Other Evidence:

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• Check for Understanding • Exit Pass Summative Assessments • CKLA Unit Assessment Benchmark Assessments • Student Performance • DIBELS • Oral Reading Fluency	• Student Data Notebooks • Orally administered assessments • Visual representations • Graphic organizers • NWEA MAP		
Stage 3: Learning Plan			
Learning Opportunities/Strategies: Do Now Cold Call Turn- and- Talk Think-Pair- Share Jigsaw Annotation Group Discussions Conferencing Conferring Think Alouds Small Group Instruction Close Read Modeling Student Goal Setting Exit Ticket Peer Reviews Journaling Cursive Handwriting	Resources: ELA: • CKLA LGBTQ and Disabilities Resources: • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth DEI Educational Resources: • Learning for Justice • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • NJ Amistad Commission Interactive Curriculum • https://www.nj.gov/education/holocaust/centers/ *Be sure to only include applicable resources.		
Differentiation: *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) Provide options, alternatives and choices to differentiate and broaden the curriculum Organize and offer flexible small group learning activities Provide whole group enrichment explorations Teach cognitive and methodological skills Use center, stations, or contracts Organize integrated	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries Work toward longer passages as skills

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problem-solving simulations Debrief students Propose interest-based extension activities			in English increase Use visuals Introduce key vocabulary before lesson Teacher reads aloud daily (model) Provide peer tutoring Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
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Unit Title: Unit 3: Meaning and Metaphor: Poetry

Stage 1: Desired Results

Standards & Indicators:

Language Domain:

- L.RF.4.4a** Read grade-level text with purpose and understanding.
- L.RF.4.4b** Read grade-level text orally with accuracy, appropriate rate, and expression.
- L.RF.4.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.4.3e** Form and use possessive nouns and pronouns.
- L.WF.4.3g** Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
- L.KL.4.1** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.KL.4.1a** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- L.KL.4.1b** Choose words and phrases to convey ideas precisely.
- L.KL.4.1c** Choose punctuation for effect.
- L.VL.4.2** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- L.VI.4.3** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.VI.4.3a** Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- L.VI.4.3b** Determine the meaning of words and phrases that allude to significant characters found in literature.
- L.WF.4** Cursive Lessons

Reading Domain:

- RL.CR.4.1** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CR.4.1** Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.4.2** Summarize a literary text and interpret the author’s theme citing key details from the text.
- RL.IT.4.3** Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

Writing Domain:

- W.WP.4.4** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.WP.4.4a** Identify audience, purpose, and intended length of composition before writing.
- W.SE.4.6** Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

Speaking and Listening Domain:

- 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.
- SL.PE.4.1b:** Follow agreed-upon rules for discussions and carry out assigned roles.
- SL.PE.4.1d:** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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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).		
Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking		
Standard	Performance Expectations	Core Ideas
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	You can give back in areas that matter to you.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm solutions, and evaluate possible solutions using supporting sketches or models.	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.
8.2.5.ED.3	Follow step-by-step directions to assemble a product or solve a problem using appropriate tools.	
8.2.5.ED.6	Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process.	Engineering design requirements include desired features and limitations that need to be considered.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.	Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.
Central Idea/Enduring Understanding: Poetry allows writers to communicate ideas, emotions, experiences, and observations through carefully chosen words, vivid imagery, figurative language, sound, rhythm, and structure. Throughout this unit, students learn that poems may be written in many different forms and that poets make intentional choices to shape meaning and affect their readers. By closely reading, discussing, interpreting, and writing poetry, students develop an understanding that a poem's deeper meaning is supported by its language, structure, tone, and use of poetic devices.		Essential/Guiding Question: How do poets use language, imagery, sound, and structure to communicate ideas and emotions? How can readers use details and evidence from a poem to interpret its meaning, message, or theme?
Content: How poets use language to communicate ideas and emotions Literal and figurative meanings Poetic devices Analyze information about poets and poetic forms Explain interpretations Academic vocabulary Meaning and message of poems Theme and central ideas Figurative language		Skills(Objectives): Identify important information about poets and their works. Explain how a poet's experiences and background may influence their writing. Determine the main idea of informational texts about poetry. Summarize information using key details. Apply knowledge of poetic terms when discussing texts. Explain the meaning of a poem using evidence from the text. Identify the speaker, theme, and message of a poem. Explain how metaphors, similes, and other figurative language create meaning.

Grade 4 ELA

Imagery and sensory language Rhyme, rhythm, repetition, and structure Stanzas Point of view and feelings Word choice Literary devices Writing personal and imaginative poetry Sensory details and imagery Figurative Language Using repetition and poetic patterns Writing different structures Drafting, revising, and editing poems Purposeful word choices Sharing and presenting Literal and figurative meanings Interpreting and using metaphors and similes Word choice and shades of meaning Poetic vocabulary Grammar and conventions Cursive Lesson/Practice Use expression and fluency Discussing interpretations of poems Explaining how poetic devices affect meaning Listening and responding to classmates' ideas Giving and receiving feedback	Describe how a poet's word choices influence the tone and mood of a poem. Analyze how rhyme, rhythm, repetition, and structure contribute to the poem's meaning. Compare how different poets express similar ideas or emotions. Write original poems that communicate ideas, feelings, or experiences. Use similes, metaphors, and imagery to create deeper meaning. Make purposeful word choices to create an effect on readers. Experiment with rhyme, rhythm, repetition, and poetic structures. Revise poems to strengthen language and meaning. Publish and share poetry with an audience. Explain the difference between literal and figurative language. Interpret the meaning of metaphors and similes in poems. Create examples of figurative language in writing. Explain how specific words create images and emotions. Use precise vocabulary to strengthen writing. Apply correct grammar, spelling, and punctuation in poetry. Write in cursive Read poems aloud using appropriate expression, pacing, and tone. Discuss how poetic devices affect meaning. Support interpretations with evidence from the poem. Explain personal responses to poems. Participate respectfully in poetry discussions. Present original poetry clearly to an audience.
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Interdisciplinary Connections:

Visual Performing Arts

1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

1.4.5.Cn11a: Identify, respond to and investigate connections to global issues, including climate change and other content areas in a dramatic/theatrical work.

Social Studies

6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

Health/P.E.

2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA Unit Assessment

Other Evidence:

- Student Data Notebooks
- Orally administered assessments
- Visual representations
- Graphic organizers
- NWEA MAP

Grade 4 ELA

Benchmark Assessments • Student Performance • DIBELS • Oral Reading Fluency			
Stage 3: Learning Plan			
<u>Learning Opportunities/Strategies:</u> Do Now Cold Call Turn- and- Talk Think-Pair- Share Jigsaw Annotation Group Discussions Conferencing Conferring Think Alouds Small Group Instruction Close Read Modeling Student Goal Setting Exit Ticket Peer Reviews Journaling Cursive Handwriting		<u>Resources:</u> <u>ELA</u> • CKLA LGBTQ and Disabilities Resources: • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth DEI Educational Resources: • Learning for Justice • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • NJ Amistad Commission Interactive Curriculum • https://www.nj.gov/education/holocaust/centers/ *Be sure to only include applicable resources.	
<u>Differentiation:</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) Provide options, alternatives and choices to differentiate and broaden the curriculum Organize and offer flexible small group learning activities Provide whole group enrichment explorations Teach cognitive and methodological skills Use center, stations, or contracts Organize integrated problem-solving simulations Debrief students Propose interest-based	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries Work toward longer passages as skills in English increase Use visuals Introduce key vocabulary before lesson

Grade 4 ELA

extension activities			Teacher reads aloud daily (model) Provide peer tutoring Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
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Unit Title: Unit 4: Eureka! Student Inventor

Stage 1: Desired Results

Standards & Indicators:

Language Domain:

L.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

L.RF.4.4a Read grade-level text with purpose and understanding.

L.WF.4.3a Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.

L.WF.4.3g Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.

L.KL.4.1a Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.4.1d Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.VL.4.2 Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.VI.4.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.WF.4 Cursive Handwriting

Reading Domain:

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.

RI.CI.4.2 Summarize an informational text and interpret the author’s purpose or main idea, citing key details from the text.

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.

RI.TS.4.4 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RL.PP.4.5 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RI.AA.4.7 Analyze how an author uses facts, details, and explanations to develop ideas or to support their reasoning.

Writing Domain:

W.AW.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.AW.4.1a 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.

W.AW.4.1b Provide reasons that are supported by facts from texts and/or other sources.

W.AW.4.1c Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).

W.AW.4.1d Provide a conclusion related to the opinion presented.

W.IW.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.NW.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

W.WP.4.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.WP.4.4a Identify audience, purpose, and intended length of composition before writing.

W.WP.4.4b Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

W.WP.4.4c Consider writing as a process, including self-evaluation, revision and editing.

Grade 4 ELA

W.WR.4.5 Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

W.SE.4.6 Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

W.RW.4.7 Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain:

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.

SL.PE.4.1a: Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.PE.4.1b: Follow agreed-upon rules for discussions and carry out assigned roles.

SL.PE.4.1c: 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.

SL.PE.4.1d: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.II.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

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

SL.PI.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.UM.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking

<u>Standard</u>	<u>Performance Expectations</u>	<u>Core Ideas</u>
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	You can give back in areas that matter to you.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.2	Identify how you might like to earn an income.	
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.	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information.	Distinguishing between public and private information is important for safe and secure online interactions. Information can be protected using various security measures (i.e., physical and digital)
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm solutions, and evaluate possible solutions using supporting sketches or models.	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each

Grade 4 ELA

8.2.5.ED.3	Follow step-by-step directions to assemble a product or solve a problem using appropriate tools.	better in some way than the others.
8.2.5.ED.6	Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process.	Engineering design requirements include desired features and limitations that need to be considered.
8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.	Societal needs and wants determine which new tools are developed to address real-world problems.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.	Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.
<u>Central Idea/Enduring Understanding:</u> Innovation begins with curiosity, perseverance, and a willingness to solve real-world problems. Throughout this unit, students explore how inventors identify needs, develop creative solutions, and communicate their ideas effectively. By reading informational texts about inventions and the invention process, students learn that successful innovators use research, evidence, critical thinking, and collaboration to improve the lives of others. Students apply these understandings by developing and presenting their own original inventions supported by clear explanations and evidence.		<u>Essential/Guiding Question:</u> How do inventors use creativity, research, and perseverance to solve real-world problems? How can authors and inventors use evidence, explanations, and details to communicate ideas effectively?
<u>Content:</u> Inventors and inventions Innovation and the engineering design process Informational texts Text features Research and evidence Cause-and-effect relationships Literary elements Character traits and motivations Theme Point of view Connections between literature and innovation Research writing Explanatory writing Opinion writing Note-taking and organization Invention planning and presentation Academic vocabulary Domain-specific vocabulary Grammar and conventions Sentence structure Editing and revision Cursive Lesson/Practice Collaborative discussions Oral presentations		<u>Skills(Objectives):</u> Read and analyze informational texts about inventors and innovations. Use text features to locate and interpret information. Identify main ideas and supporting details. Examine cause-and-effect relationships between problems and inventions. Gather and cite evidence from multiple texts to answer questions and support thinking. Read literary texts and identify story elements. Describe characters using details from the text. Determine themes by analyzing characters' actions and events. Compare ideas from literary and informational texts. Support responses with textual evidence. Conduct short research projects using multiple sources. Record and organize notes from research. Draft explanatory and opinion pieces using evidence. Revise and edit writing for organization, clarity, and conventions. Plan, develop, and present an original invention or solution to a problem. Acquire and use academic and domain-specific vocabulary in speaking and writing. Apply grammar and language conventions during writing tasks. Revise sentences to improve clarity and word choice.

Grade 4 ELA

Active listening Explaining ideas Sharing research	Edit written work for correct spelling, punctuation, and capitalization. Write in cursive Participate in collaborative discussions with peers. Ask and answer questions to deepen understanding. Share research findings and invention ideas with the class. Listen actively and respond appropriately to others' ideas. Present information clearly using appropriate speaking skills.
<u>Interdisciplinary Connections:</u> Visual Performing Arts 1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work. Science 4-PS4-3: Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution. 4-PS3-4 Most scientists and engineers work in teams. 4-PS3-1: Use evidence (e.g., measurements, observations, patterns) to construct an explanation. Health/P.E. 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).	
Stage 2: Assessment Evidence	
<u>Performance Task(s):</u> Formative Assessments • Check for Understanding • Exit Pass Summative Assessments • CKLA Unit Assessment Benchmark Assessments • Student Performance • DIBELS • Oral Reading Fluency	<u>Other Evidence:</u> • Student Data Notebooks • Orally administered assessments • Visual representations • Graphic organizers • NWEA MAP
Stage 3: Learning Plan	
<u>Learning Opportunities/Strategies:</u> Do Now Cold Call Turn- and- Talk Think-Pair- Share Jigsaw Annotation Group Discussions Conferencing Conferring Think Alouds Small Group Instruction Close Read Modeling Student Goal Setting Exit Ticket Peer Reviews Journaling	<u>Resources:</u> <u>ELA</u> • CKLA LGBTQ and Disabilities Resources: • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth DEI Educational Resources: • Learning for Justice • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • NJ Amistad Commission Interactive Curriculum • https://www.nj.gov/education/holocaust/centers/ *Be sure to only include applicable resources.

Grade 4 ELA

Cursive Handwriting			
Differentiation: *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) Provide options, alternatives and choices to differentiate and broaden the curriculum Organize and offer flexible small group learning activities Provide whole group enrichment explorations Teach cognitive and methodological skills Use center, stations, or contracts Organize integrated problem-solving simulations Debrief students Propose interest-based extension activities	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries Work toward longer passages as skills in English increase Use visuals Introduce key vocabulary before lesson Teacher reads aloud daily (model) Provide peer tutoring Use a strong student as a "buddy" (does not necessarily have to speak the primary language)

Unit Title: Unit 5: Our Planet: Geology

Stage 1: Desired Results

Standards & Indicators:

Language Domain:

- L.RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
- L.RF.4.4a** Read grade-level text with purpose and understanding.
- L.RF.4.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.4.2** Demonstrate command of the conventions of encoding and spelling.
- L.WF.4.2b** Write affixed words that involve a sound or spelling change in the base word.
- L.WF.4.2d** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.WF.4.3** Demonstrate command of the conventions of writing, including those listed under grade three foundational skills.
- L.WF.4.3a** Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.

Grade 4 ELA

L.WF.4.3b Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.

L.WF.4.3f Capitalize the first word in quotations as appropriate; capitalize other important words (e.g., section headings).

L.WF.4.3g Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.

L.KL.4.1d Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.VL.4.2 Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.VI.4.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.VI.4.3b Determine the meaning of words and phrases that allude to significant characters found in literature.

L.WF.4- Cursive Lessons

Reading Domain:

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

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

RL.CI.4.2 Summarize a literary text and interpret the author's theme citing key details from the text.

RI.CI.4.2 Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.

RI.IT.4.3 Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

RL.MF.4.6 Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

RI.MF.4.6 Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

RI.AA.4.7 Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

RL.CT.4.8 Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.

Writing Domain:

W.WP.4.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.WP.4.4a Identify audience, purpose, and intended length of composition before writing.

W.WP.4.4c Consider writing as a process, including self-evaluation, revision and editing.

W.WP.4.4d 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.

W.WP.4.4e After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.SE.4.6 Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

Speaking and Listening Domain

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.

SL.PE.4.1a: Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.PE.4.1b: Follow agreed-upon rules for discussions and carry out assigned roles.

SL.PE.4.1c: 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.

SL.PE.4.1d: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Grade 4 ELA

Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking		
Standard	Performance Expectations	Core Ideas
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.	
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
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.	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
8.1.5.CS.1	Model how computing devices connect to other components to form a system.	Computing devices may be connected to other devices to form a system as a way to extend their capabilities.
8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information.	Distinguishing between public and private information is important for safe and secure online interactions. Information can be protected using various security measures (i.e., physical and digital)
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm solutions, and evaluate possible solutions using supporting sketches or models.	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.
8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.	Societal needs and wants determine which new tools are developed to address real-world problems.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.	Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.
Central Idea/Enduring Understanding: Earth is constantly changing through natural processes that shape its surface over time. Throughout this unit, students explore how rocks, minerals, landforms, weathering, erosion, volcanoes, earthquakes, and plate tectonics contribute to the dynamic nature of our planet. By reading informational texts, analyzing scientific explanations, and gathering evidence, students develop an understanding that Earth's features have changed over millions of years and continue to change today. Students learn to use evidence		Essential/Guiding Question: How do Earth's natural processes shape and change the planet over time? How can evidence from informational texts help us explain scientific ideas about Earth's structure and history?

Grade 4 ELA

from texts to explain scientific concepts and communicate their understanding clearly.	
<u>Content:</u> Analyze an author's word choice Identify imagery and descriptive details Interpret figurative language Make inferences using text evidence Determine an author's purpose and message Explain how language affects meaning Connect ideas from texts to real-world experiences Develop a clear topic and purpose Organize information logically Write informative paragraphs Use facts, definitions, and examples Support ideas with evidence from texts Use domain-specific vocabulary Revise and edit writing Improve clarity and organization Determine word meanings using context clues Identify prefixes, suffixes, and roots Use academic and scientific vocabulary Choose precise words to explain ideas Apply grammar and punctuation rules Use complete and effective sentences Cursive Lesson/Practice Participate in collaborative discussions Ask and answer questions Listen actively and respond appropriately Explain ideas using evidence Use academic vocabulary when speaking Present information clearly Build on others' ideas	<u>Skills(Objectives):</u> Explain how authors use descriptions to help readers understand scientific concepts. Identify examples of figurative language and explain their meaning. Analyze how an author's word choices create images and understanding. Use evidence from texts to explain ideas and interpretations. Write informative texts about geological topics. Explain Earth's processes using accurate facts and details. Organize writing with an introduction, supporting details, and conclusion. Use scientific vocabulary correctly. Revise and edit writing for clarity, grammar, and conventions. Define and use geology-related vocabulary. Use context clues and word parts to understand unfamiliar words. Apply scientific vocabulary when speaking and writing. Use correct grammar, spelling, capitalization, and punctuation. Select precise words to communicate scientific ideas clearly. Write in cursive Discuss geological concepts using appropriate scientific language. Ask and answer questions about texts and topics. Explain ideas using evidence from readings. Share research and learning through presentations. Listen respectfully and respond to classmates' ideas.
<u>Interdisciplinary Connections:</u> Science 4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. (Climate Change) 4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation (Climate Change) 4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's feature 4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment 4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have on humans.	
Stage 2: Assessment Evidence	
<u>Performance Task(s):</u> Formative Assessments • Check for Understanding • Exit Pass Summative Assessments • CKLA Unit Assessment Benchmark Assessments	<u>Other Evidence:</u> • Student Data Notebooks • Orally administered assessments • Visual representations • Graphic organizers • NWEA MAP

Grade 4 ELA

• Student Performance • DIBELS • Oral Reading Fluency			
Stage 3: Learning Plan			
<u>Learning Opportunities/Strategies:</u> Do Now Cold Call Turn- and- Talk Think-Pair- Share Jigsaw Annotation Group Discussions Conferencing Conferring Think Alouds Small Group Instruction Close Read Modeling Student Goal Setting Exit Ticket Peer Reviews Journaling Cursive Handwriting	<u>Resources:</u> <u>ELA</u> • CKLA LGBTQ and Disabilities Resources: • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth DEI Educational Resources: • Learning for Justice • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • NJ Amistad Commission Interactive Curriculum • https://www.nj.gov/education/holocaust/centers/ *Be sure to only include applicable resources.		
<u>Differentiation:</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) Provide options, alternatives and choices to differentiate and broaden the curriculum Organize and offer flexible small group learning activities Provide whole group enrichment explorations Teach cognitive and methodological skills Use center, stations, or contracts Organize integrated problem-solving simulations Debrief students Propose interest-based extension activities	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries Work toward longer passages as skills in English increase Use visuals Introduce key vocabulary before lesson Teacher reads aloud daily (model)

Grade 4 ELA

		Provide peer tutoring Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
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Unit Title: Unit 6: Road to Independence: The American Revolution

Stage 1: Desired Results

Standards & Indicators:

Language Domain:

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.4.4a Read grade-level text with purpose and understanding.

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

L.WF.4.2a Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.

L.WF.4.2b Write affixed words that involve a sound or spelling change in the base word.

L.WF.4.2c Spell grade-appropriate words correctly, consulting references as needed.

L.WF.4.2d Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.WF.4.3 Demonstrate command of the conventions of writing, including those listed under grade three foundational skills.

L.WF.4.3a Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.

L.WF.4.3g Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.

L.KL.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.KL.4.1a Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

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.

L.VL.4.2a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.WF.4- Cursive Lesson

Reading Domain:

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.

RI.CI.4.2: Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.

RL.IT.4.3: Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

RI.IT.4.3: Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

RL.TS.4.4: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RI.TS.4.4: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.PP.4.5: Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.

RL.MF.4.6: Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

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Writing Domain:

W.IW.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.IW.4.2a: 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.

W.IW.4.2b: Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

W.IW.4.2c: Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).

W.IW.4.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.WP.4.4: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.WP.4.4b: Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

W.WP.4.4c: Consider writing as a process, including self-evaluation, revision and editing.

W.WP.4.4d: 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.

W.WP.4.4e: After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

Speaking and Listening Domain:

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.

SL.PI.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.UM.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

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

Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking

Standard	Performance Expectations	Core Ideas
9.1.5.EG.1	Explain and give examples of what is meant by the term "tax."	Taxes are collected on a variety of goods and services at the local, state, and federal levels.
9.1.5.EG.2	Describe how tax monies are spent.	
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm solutions, and evaluate possible solutions using supporting sketches or models.	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.
8.2.5.ED.3	Follow step-by-step directions to assemble a product or solve a problem using appropriate tools.	
8.2.5.ED.6	Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process.	Engineering design requirements include desired features and limitations that need to be considered.
8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.	Societal needs and wants determine which new tools are developed to address real-world problems.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and	Technological choices and opportunities vary due to factors such as differences in economic resources,

Grade 4 ELA

	long-term effects.	location, and cultural values.
Central Idea/Enduring Understanding: The American Revolution was shaped by a series of events, decisions, and perspectives that influenced the colonies' journey toward independence. Throughout this unit, students examine the causes and consequences of the Revolutionary War by analyzing historical events, primary and secondary sources, and the viewpoints of different individuals and groups. Students develop an understanding that historical events are interconnected and that informed citizens use evidence to understand how the actions of people in the past continue to influence society today.		Essential/Guiding Question: What events, ideas, and perspectives led the American colonies to seek independence from Great Britain? How can examining multiple sources and points of view help us better understand historical events and their impact?
Content: American Revolution Causes and effects of the Revolution Historical events and timelines Primary and secondary sources Multiple perspectives Text features and historical accounts Historical fiction Character traits and motivations Theme Point of view Connections between historical and literary texts Informative writing Opinion writing Research projects Historical responses Note-taking and organization Academic vocabulary American Revolution vocabulary Grammar and conventions Sentence structure Editing and revision Cursive Lesson/Practice Collaborative discussions Historical discussions Oral presentations Active listening Sharing research and evidence		Skills(Objectives): Read historical and informational texts about key events leading to the American Revolution. Analyze primary and secondary sources to compare different perspectives. Use maps, timelines, captions, and other text features to build understanding of historical events. Identify cause-and-effect relationships between events leading to independence. Annotate texts and cite evidence to answer text-dependent questions. Read historical fiction set during the Revolutionary period. Analyze how characters respond to historical events and challenges. Determine themes using character actions and story events. Compare fictional accounts with informational texts to deepen understanding of the time period. Support responses with evidence from the text. Conduct research using multiple historical sources. Take organized notes using graphic organizers. Write informative responses explaining important events and their significance. Develop opinion pieces supported with historical evidence. Revise, edit, and publish writing using teacher and peer feedback. Learn and apply content-specific vocabulary in speaking and writing activities. Practice grammar and conventions through daily writing tasks. Revise writing to improve sentence variety, word choice, and clarity. Edit drafts for capitalization, punctuation, spelling, and grammar before publishing. Write in cursive Participate in collaborative discussions using evidence from historical texts. Ask and answer questions to clarify understanding of historical events.

Grade 4 ELA

	Present research findings and historical explanations to classmates. Listen actively and build on others' ideas during discussions. Compare and defend different perspectives using evidence from multiple sources.
<u>Interdisciplinary Connections:</u> Visual Performing Arts 1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work. Social Studies 6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas. (Climate Change) Health/P.E. 2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).	
Stage 2: Assessment Evidence	
<u>Performance Task(s):</u> Formative Assessments • Check for Understanding • Exit Pass Summative Assessments • CKLA Unit Assessment Benchmark Assessments • Student Performance • DIBELS • Oral Reading Fluency	<u>Other Evidence:</u> Student Data Notebooks • Orally administered assessments • Visual representations • Graphic organizers • NWEA MAP
Stage 3: Learning Plan	
<u>Learning Opportunities/Strategies:</u> Do Now Cold Call Turn- and- Talk Think-Pair- Share Jigsaw Annotation Group Discussions Conferencing Conferring Think Alouds Small Group Instruction Close Read Modeling Student Goal Setting Exit Ticket Peer Reviews Journaling Cursive Handwriting	<u>Resources:</u> ELA • CKLA LGBTQ and Disabilities Resources: • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth DEI Educational Resources: • Learning for Justice • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • NJ Amistad Commission Interactive Curriculum • https://www.nj.gov/education/holocaust/centers/ *Be sure to only include applicable resources.
<u>Differentiation:</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation	

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) Provide options, alternatives and choices to differentiate and broaden the curriculum Organize and offer flexible small group learning activities Provide whole group enrichment explorations Teach cognitive and methodological skills Use center, stations, or contracts Organize integrated problem-solving simulations Debrief students Propose interest-based extension activities	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries Work toward longer passages as skills in English increase Use visuals Introduce key vocabulary before lesson Teacher reads aloud daily (model) Provide peer tutoring Use a strong student as a "buddy" (does not necessarily have to speak the primary language)

Unit Title: Unit 7: Novel Study: From the Mixed up Files of Mrs. Basil E. Frankweiler

Stage 1: Desired Results

Standards & Indicators:

Language Domain:

L.WF.4.3b Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.

L.WF.4.3d Form irregular verbs; form and use progressive tenses.

L.WF.4.3g Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.

L.KL.4.1a Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.KL.4.1b Choose words and phrases to convey ideas precisely.

L.VL.4.2 Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.VL.4.2a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.VI.4.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.VI.4.3a Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

L.VI.4.3b Determine the meaning of words and phrases that allude to significant characters found in literature.

L.VI.4.3c Recognize and explain the meaning of common idioms, adages, and proverbs.

L.WF.4- Cursive Lesson

Grade 4 ELA

Reading Domain:

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

RL.CI.4.2 Summarize a literary text and interpret the author's theme citing key details from the text.

RL.IT.4.3 Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

RL.TS.4.4 Explain major differences 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.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.

Writing Domain:

W.IW.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.NW.4.3: Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

W.NW.4.3b: Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.NW.4.3d: Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.

W.WP.4.4: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.WP.4.4a: Identify audience, purpose, and intended length of composition before writing.

W.WP.4.4b: Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

W.WP.4.4c: Consider writing as a process, including self-evaluation, revision and editing.

W.SE.4.6: Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

Speaking and Listening Domain:

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.

SL.PI.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.UM.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

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

Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking

Standard	Performance Expectations	Core Ideas
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	You can give back in areas that matter to you.
9.1.5.RMI.1	Identify risks that individuals and households face.	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.

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9.4.5.CI.3	Participate in brainstorming sessions with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.	Computational thinking involves collecting, organizing, and analyzing information to solve problems effectively.
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.	Data can be organized, displayed, and presented to highlight relationships.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm solutions, and evaluate possible solutions using supporting sketches or models.	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.
8.2.5.ED.3	Follow step-by-step directions to assemble a product or solve a problem using appropriate tools.	
8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.	Societal needs and wants determine which new tools are developed to address real-world problems.
Central Idea/Enduring Understanding: Curiosity, independence, and perseverance lead to personal growth and deeper understanding. Throughout this unit, students follow Claudia and Jamie Kincaid as they embark on an unexpected adventure that challenges them to solve a mystery while learning more about themselves and others. By analyzing characters, plot, setting, and theme, students discover that meaningful experiences often come from asking thoughtful questions, overcoming obstacles, and viewing situations from new perspectives. Students use textual evidence to explain how characters change over time and how those changes contribute to the novel's central themes.		Essential/Guiding Question: How do experiences, challenges, and relationships help characters grow and change throughout a story? How do authors use character development, setting, and plot to reveal a story's theme and message?
Content: Museums and works of art Research using informational texts Text features Historical and cultural background information Supporting evidence Novel study Character development Theme Plot and conflict Point of view Setting Making inferences Literary responses Constructed responses Opinion writing Narrative writing		Skills(Objectives): Read informational texts about museums, artists, and historical artifacts to build background knowledge. Use headings, captions, diagrams, and other text features to locate information. Gather information from multiple sources to answer research questions. Identify main ideas and supporting details in informational texts. Cite textual evidence to support responses and make connections to the novel. Read and analyze the novel chapter by chapter. Track character development using evidence from the text. Analyze how plot events contribute to the development of the theme. Make inferences about characters' motivations, feelings, and decisions. Analyze how the setting influences the characters and events.

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Research writing Note-taking Academic vocabulary American Revolution vocabulary Grammar and conventions Sentence structure Editing and revision Cursive Lesson/Practice Collaborative discussions Novel discussions Literature circles Oral presentations Active listening	Support written and oral responses with textual evidence. Respond to text-dependent questions using evidence from the novel. Write opinion responses supported with examples from the text. Write narratives from a character's point of view or extend scenes from the novel. Conduct short research projects related to topics from the novel. Revise, edit, and publish writing using teacher and peer feedback. Determine the meaning of unfamiliar words using context clues and reference materials. Use academic and domain-specific vocabulary in discussions and writing. Apply grammar and language conventions during daily writing activities. Revise writing to improve clarity, sentence structure, and word choice. Edit drafts for capitalization, punctuation, spelling, and grammar. Write in cursive Participate in collaborative discussions about characters, themes, and plot events. Ask and answer questions using evidence from the novel. Share ideas and build on classmates' responses during literature discussions. Present character analyses or project findings clearly and logically. Listen actively and respectfully while evaluating different interpretations of the text.
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Interdisciplinary Connections:

Social Studies

6.6.1.5.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.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.

6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

6.1.5.HistoryCC.5: Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.

Stage 2: Assessment Evidence

<u>Performance Task(s):</u> Formative Assessments • Check for Understanding • Exit Pass Summative Assessments • CKLA Unit Assessment Benchmark Assessments • Student Performance • DIBELS	<u>Other Evidence:</u> • Student Data Notebooks • Orally administered assessments • Visual representations • Graphic organizers • NWEA MAP
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Grade 4 ELA

● Oral Reading Fluency			
Stage 3: Learning Plan			
<u>Learning Opportunities/Strategies:</u> Do Now Cold Call Turn- and- Talk Think-Pair- Share Jigsaw Annotation Group Discussions Conferencing Conferring Think Alouds Small Group Instruction Close Read Modeling Student Goal Setting Exit Ticket Peer Reviews Journaling Cursive Handwriting		<u>Resources:</u> <u>ELA</u> - CKLA <u>Resources:</u> LGBTQ and Disabilities Resources: LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth DEI Educational Resources: Learning for Justice Respect Ability: Fighting Stigmas, Advancing Opportunities NJDOE Diversity, Equity & Inclusion Educational Resources NJ Amistad Commission Interactive Curriculum https://www.nj.gov/education/holocaust/centers/ *Be sure to only include applicable resources.	
<u>Differentiation:</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) Provide options, alternatives and choices to differentiate and broaden the curriculum Organize and offer flexible small group learning activities Provide whole group enrichment explorations Teach cognitive and methodological skills Use center, stations, or contracts Organize integrated problem-solving simulations Debrief students Propose interest-based extension activities	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries Work toward longer passages as skills in English increase Use visuals Introduce key vocabulary before lesson Teacher reads aloud daily (model) Provide peer tutoring Use a strong student as a “buddy”

Grade 4 ELA

		(does not necessarily have to speak the primary language)
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Unit Title: Unit 8: Adventure of the High Seas: Treasure Island

Stage 1: Desired Results

Standards & Indicators:

Language Domain:

- 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.
- L.RF.4.4a:** Read grade-level text with purpose and understanding.
- L.RF.4.4b:** Read grade-level text orally with accuracy, appropriate rate, and expression.
- L.RF.4.4c:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.4.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.WF.4.2c:** Spell grade-appropriate words correctly, consulting references as needed.
- L.WF.4.2d:** 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.KL.4.1:** Demonstrate knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.KL.4.1a:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- L.WF.4-** Cursive Lesson

Reading Domain:

- RL.CR.4.1:** Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.4.2:** Summarize a literary text and interpret the author's theme citing key details from the text.
- RL.IT.4.3:** Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- RL.PP.4.5:** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- RL.MF.4.6:** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

Writing Domain:

- W.NW.4.3:** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- W.NW.4.3a:** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- W.NW.4.3b:** Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- W.NW.4.3c:** Use a variety of transitional words and phrases to manage the sequence of events.
- W.NW.4.3d:** Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
- W.NW.4.3e:** Provide a conclusion that follows from the narrated experiences or events.
- W.WP.4.4:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.WP.4.4a:** Identify audience, purpose, and intended length of composition before writing.
- W.WP.4.4b:** Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- W.WP.4.4c:** Consider writing as a process, including self-evaluation, revision and editing.
- W.WP.4.4e:** After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

Speaking and Listening Domain:

Grade 4 ELA

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. SL.PE.4.1c: 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. SL.PI.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. SL.UM.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. SL.AS.4.6: Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.		
Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking		
Standard	Performance Expectations	Core Ideas
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	You can give back in areas that matter to you.
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information.	Distinguishing between public and private information is important for safe and secure online interactions. Information can be protected using various security measures (i.e., physical and digital)
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm solutions, and evaluate possible solutions using supporting sketches or models.	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.
8.2.5.ED.3	Follow step-by-step directions to assemble a product or solve a problem using appropriate tools.	
8.2.5.ED.6	Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process.	Engineering design requirements include desired features and limitations that need to be considered.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.	Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.
Central Idea/Enduring Understanding: Adventure stories reveal how courage, loyalty, perseverance, and integrity shape the choices people make in difficult situations. Throughout this unit, students follow Jim Hawkins as he faces danger, solves problems, and grows through his experiences in search of buried treasure. By analyzing characters, setting, conflict, and plot, students learn how authors build suspense and develop themes about trust, bravery, greed, and personal responsibility. Students use textual evidence to explain how characters change and		Essential/Guiding Question: How do a character's choices, actions, and relationships influence the events and themes of an adventure story? How do authors use setting, conflict, and suspense to engage readers and communicate important messages about courage, loyalty, and responsibility?

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how those changes contribute to the novel's overall message.	
Content: Pirates and piracy Life at sea during the 1700s Maps and navigation Historical background of <i>Treasure Island</i> Informational texts and text features Novel study Character development Plot and conflict Theme Setting Point of view Adventure genre Literary responses Constructed responses Narrative writing Opinion writing Research writing Note-taking Academic vocabulary American Revolution vocabulary Grammar and conventions Sentence structure Editing and revision Cursive Lesson/Practice Collaborative discussions Novel discussions Character and theme analysis Oral presentations Active listening	Skills(Objectives): Read informational texts about pirates, sailing, and the historical setting of the novel. Use maps, diagrams, timelines, and other text features to build background knowledge. Gather information from multiple sources to better understand the setting and events in the novel. Identify main ideas and supporting details in informational texts. Use textual evidence to explain connections between historical information and the novel. Read and analyze the novel chapter by chapter. Track character development using evidence from the text. Analyze how conflicts drive the plot and contribute to the theme. Examine how the setting influences the characters and events. Make inferences about characters' motivations and decisions. Support written and oral responses with textual evidence. Respond to text-dependent questions using evidence from the novel. Write opinion responses supported with examples from the text. Write narratives from a character's point of view or create alternate endings and adventures. Conduct short research projects related to pirates, navigation, or the historical setting. Revise, edit, and publish writing using teacher and peer feedback. Determine the meaning of unfamiliar vocabulary using context clues and reference materials. Use academic and content-specific vocabulary in speaking and writing. Apply grammar and language conventions during daily writing activities. Revise writing to improve clarity, sentence structure, and word choice. Edit drafts for capitalization, punctuation, spelling, and grammar. Write in cursive Participate in collaborative discussions about characters, conflicts, and themes in the novel. Ask and answer questions using evidence from the text. Share ideas and build on classmates' responses during literature discussions. Present character analyses or research findings clearly and logically. Listen actively and respectfully while evaluating different interpretations of the novel.
Interdisciplinary Connections: Visual Performing Arts 1.4.5.Cr1C: Imagine how a character's inner thoughts impact their actions and collaborate to determine how	

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characters might move and speak to support the story and given circumstances in drama/theatre work.

Health/P.E.

2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Social Studies:

6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States. (Climate Change)

Science

4-ESS2-1: Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. (Climate Change)

4-ESS2-2: Analyze and interpret data from maps to describe patterns of Earth's feature

Stage 2: Assessment Evidence

Performance Task(s):

Formative Assessments

- Check for Understanding
- Exit Pass

Summative Assessments

- CKLA Unit Assessment

Benchmark Assessments

- Student Performance
- DIBELS
- Oral Reading Fluency

Other Evidence:

- Student Data Notebooks
- Orally administered assessments
- Visual representations
- Graphic organizers
- NWEA MAP

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Do Now
Cold Call
Turn- and- Talk
Think-Pair- Share
Jigsaw
Annotation
Group Discussions
Conferencing
Conferring
Think Alouds
Small Group Instruction
Close Read
Modeling
Student Goal Setting
Exit Ticket
Peer Reviews
Journaling
Cursive Handwriting

Resources:

LGBTQ and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)

DEI Educational Resources:

- [Learning for Justice](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- <https://www.nj.gov/education/holocaust/centers/>

*Be sure to only include applicable resources.

Differentiation: *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

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High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) Provide options, alternatives and choices to differentiate and broaden the curriculum Organize and offer flexible small group learning activities Provide whole group enrichment explorations Teach cognitive and methodological skills Use center, stations, or contracts Organize integrated problem-solving simulations Debrief students Propose interest-based extension activities	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries Work toward longer passages as skills in English increase Use visuals Introduce key vocabulary before lesson Teacher reads aloud daily (model) Provide peer tutoring Use a strong student as a "buddy" (does not necessarily have to speak the primary language)

Unit Title: Unit 9: Inspiration and Ingenuity: American Innovation

Stage 1: Desired Results

Standards & Indicators:

Language Domain:

L.WF.4.3g: Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.

L.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.

L.WF.4- Cursive Lesson

Reading Domain:

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.

RI.CI.4.2: Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.

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.

RI.AA.4.7: Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

Writing Domain:

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W.IW.4.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.IW.4.2a: 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.

W.IW.4.2b: Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

W.IW.4.2c: Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).

W.IW.4.2d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.IW.4.2e: Provide a conclusion related to the information or explanation presented.

W.WP.4.4: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.WP.4.4a: Identify audience, purpose, and intended length of composition before writing.

W.WP.4.4b: Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

W.WP.4.4d: 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.

W.WP.4.4e: After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.WR.4.5: Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

W.SE.4.6: Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

Speaking and Listening Domain:

SL.PE.4.1b: Follow agreed-upon rules for discussions and carry out assigned roles.

SL.PE.4.1d: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.PI.4.4: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.UM.4.5: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Career Readiness, Life Literacies and Key Skills/Computer Science & Design Thinking

Standard	Performance Expectations	Core Ideas
9.1.5.CR.1	Compare various ways to give back and relate them to your strengths, interests, and other personal factors.	You can give back in areas that matter to you.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.2	Identify how you might like to earn an income.	
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process.	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
8.1.5.CS.1	Model how computing devices connect to other components to form a system.	Computing devices may be connected to other devices to form a system as a way to extend their capabilities.
8.2.5.ED.2	Collaborate with peers to collect information, brainstorm solutions, and evaluate possible solutions using supporting sketches or models.	Engineering design is a systematic and creative process of communicating and collaborating to meet a design challenge. Often, several design solutions exist, each better in some way than the others.
8.2.5.ED.3	Follow step-by-step directions to assemble a product or solve a problem using appropriate tools.	

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8.2.5.ED.6	Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process.	Engineering design requirements include desired features and limitations that need to be considered.
8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.	Societal needs and wants determine which new tools are developed to address real-world problems.
8.2.5.EC.1	Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.	Technological choices and opportunities vary due to factors such as differences in economic resources, location, and cultural values.
Central Idea/Enduring Understanding: Innovation is driven by curiosity, creativity, perseverance, and a desire to improve people's lives. Throughout this unit, students explore the stories of American inventors, entrepreneurs, and innovators who used critical thinking and problem-solving to develop new ideas and technologies. By reading informational texts, analyzing evidence, and examining the impact of inventions on society, students learn that innovation often results from overcoming challenges and building on the ideas of others. By studying the achievements of American innovators, students learn how creativity, determination, and critical thinking can inspire change and leave a lasting impact on communities and the world.		Essential/Guiding Question: How do creativity, perseverance, and problem-solving lead to innovation and change? How can learning about American innovators and their inventions help us understand the impact individuals can have on society?
Content: Learning about American inventors and innovators Understanding how inventions and innovations change people's lives Learning the steps of the innovation process (problem, idea, design, improvement) Exploring challenges inventors face and how they solve problems Reading about inventions, discoveries, and their impact on society Using facts, details, and information from nonfiction texts Reading texts that highlight personal stories, challenges, and achievements of innovators Understanding how individuals' experiences influence their ideas and inventions Examining themes such as creativity, perseverance, curiosity, and problem-solving Analyzing how authors describe people and events connected to innovation Writing an informational research project about an innovator Developing research questions and gathering information Organizing information into a clear structure		Skills(Objectives): Identify the main idea and supporting details of a text. Explain how an invention or innovation helps people. Describe the steps inventors use to solve problems. Use evidence from texts to explain an inventor's work. Compare different inventors and their contributions. Summarize information learned from nonfiction texts. Use vocabulary related to inventions and innovation. Identify themes and messages related to innovation and perseverance. Describe how individuals respond to challenges. Make inferences using details from the text. Explain how an author's word choice helps develop ideas. Use evidence from texts to support interpretations. Develop a research question about an innovator. Gather information from reliable sources. Organize research into an informational report. Write clear paragraphs with a topic sentence and supporting details. Explain an inventor's contributions using evidence. Use domain-specific vocabulary related to innovation. Revise and edit writing for clarity, organization, and conventions. Publish and share a completed research project Determine the meaning of unfamiliar words using context clues. Use prefixes, suffixes, and roots to understand vocabulary.

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Writing about an inventor's background, ideas, inventions, and impact Using facts, details, and evidence from sources Revising, editing, and publishing informational writing Develop a research question about an innovator. Gather information from reliable sources. Organize research into an informational report. Write clear paragraphs with a topic sentence and supporting details. Explain an inventor's contributions using evidence. Use domain-specific vocabulary related to innovation. Revise and edit writing for clarity, organization, and conventions. Publish and share a completed research project Cursive Lesson/Practice Discussing inventors, inventions, and the innovation process Sharing research findings with others Asking questions and responding to classmates Collaborating during research and discussion activities Presenting information using clear explanations and evidence	Use innovation-related vocabulary accurately in speaking and writing. Choose precise words to explain ideas clearly. Apply correct grammar, spelling, capitalization, and punctuation. Edit writing for accuracy and clarity. Write in cursive Participate in collaborative discussions about innovation. Ask and answer questions about texts and research. Explain ideas using evidence from sources. Present research findings clearly to an audience. Use appropriate academic vocabulary when speaking. Listen respectfully and build on others' ideas
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Interdisciplinary Connections:

Mathematics

4.MD.A.1–2 : Solve problems involving measurement and conversion of units.

4.MD.B.4: Make a line plot to display a data set and solve problems using the data.

Science

4-ETS1-1: Define a simple design problem reflecting a need or want that includes specified criteria for success and constraints.

4-ETS1-2: Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints.

4-ETS1-3: Plan and carry out fair tests in which variables are controlled and failure points are considered to improve a model or prototype.

Social Studies

6.1.5.HistoryCC.1: Analyze the contributions of important individuals and groups to the development of the United States.

6.1.5.EconGE.8: Describe how technology, innovation, and entrepreneurship affect the economy and quality of life

6.1.5.CivicsPI.3: Explain how individuals can contribute to the common good.

Health/PE

2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Stage 2: Assessment Evidence

<u>Performance Task(s):</u> Formative Assessments - Check for Understanding - Exit Pass Summative Assessments - CKLA Unit Assessment	<u>Other Evidence:</u> - Student Data Notebooks - Orally administered assessments - Visual representations - Graphic organizers - NWEA MAP
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Benchmark Assessments • Student Performance • DIBELS • Oral Reading Fluency			
Stage 3: Learning Plan			
<u>Learning Opportunities/Strategies:</u> Do Now Cold Call Turn- and- Talk Think-Pair- Share Jigsaw Annotation Group Discussions Conferencing Conferring Think Alouds Small Group Instruction Close Read Modeling Student Goal Setting Exit Ticket Peer Reviews Journaling Cursive Handwriting		<u>Resources:</u> LGBTQ and Disabilities Resources: • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth DEI Educational Resources: • Learning for Justice • GLSEN Educator Resources • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources *Be sure to only include applicable resources.	
<u>Differentiation:</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) Provide options, alternatives and choices to differentiate and broaden the curriculum Organize and offer flexible small group learning activities Provide whole group enrichment explorations Teach cognitive and methodological skills Use center, stations, or contracts Organize integrated problem-solving simulations Debrief students Propose interest-based	Choice Boards Learning Menus Small Group Instruction Leveled Texts Connect lessons to students' interests and current events. Use games, simulations, and hands-on activities to reinforce concepts.	Guided Practice Sentence Starters Graphic Organizers Checklists Reteaching Modeled Examples Choice Boards Learning Menus Structured Discussion Discussion Stems Small-Group instruction Leveled Texts Student Mentors	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries Work toward longer passages as skills in English increase Use visuals Introduce key vocabulary before

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extension activities			lesson Teacher reads aloud daily (model) Provide peer tutoring Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
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Pacing Guide

Content	Resources	Standards
UNIT 1: Marking Period 1		
My Story, My Voice: Personal Narratives 18 Days Cursive Writing (Week 3) (14 Lessons in order) outside of core literacy instruction)	CKLA Student Performance Assessment Narrative Writing Unit Online Assessment	Standards L.WF.4.2 L.WF.4.2d L.WF.4.3 L.WF.4.3a L.WF.4.3d L.WF.4.3f L.KL.4.1 L.KL.4.1a L.KL.4.1b L.KL.4.1c L.VL.4.2 L.VL.4.2c L.VI.4.3a L.VI.4.3d L.WF.4. RI.CR.4.1 RI.CI.4.2 RI.IT.4.3 RI.TS.4.4 RI.PP.4.5 W.AW.4.1 W.AW.4.1b W.AW.4.1c W.AW.4.1d W.WP.4.4 W.WP.4.4a W.WP.4.4b W.WP.4.4c W.WP.4.4d W.WP.4.4e W.SE.4.6 SL.PE.4.1 SL.PE.4.1a SL.PE.4.1: SL.PE.4.1d SL.II.4.2 SL.ES.4.3 SL.PI.4.4

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UNIT 2: Marking Period 1

Knights and Castles: Europe's Middle Ages
18 Days
Cursive Writing (Unit 1 Week 3) (14 Lessons in order) outside of core literacy instruction)

CKLA
Spelling Assessment (Lesson 2 and Lesson 16)
Informative Writing
Unit Online Assessment

Standards

L.RF.4.3
L.RF.4.4
L.RF.4.4a
L.RF.4.4c
L.WF.4.
L.WF.4.2a
L.WF.4.2b
L.WF.4.2c
RI.CR.4.1
RI.CI.4.2
RI.IT.4.3
RI.TS.4.4
RI.PP.4.5
W.AW.4.1
W.AW.4.1a
W.AW.4.1b
W.AW.4.1c
W.AW.4.1d
W.WP.4.4
W.WP.4.4a
W.WP.4.4b
W.WP.4.4c
W.WP.4.4d
W.WP.4.4e
SL.PE.4.1
SL.PE.4.1a

UNIT 3: Marking Period 1-2

Meaning and Metaphor: Poetry
18 Days
Cursive Handwriting Practice

CKLA
Poetry Writing
Unit Online Assessment:

Standards

L.RF.4.4a
L.RF.4.4b
L.RF.4.4c
L.WF.4.3e
L.WF.4.3g
L.KL.4.1
L.KL.4.1a
L.KL.4.1b
L.KL.4.1c
L.VL.4.2
L.VI.4.3
L.VI.4.3a
L.VI.4.3b
L.WF.4
RL.CR.4.1
RI.CR.4.1
RL.CI.4.2
W.WP.4.4
W.WP.4.4a

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		W.SE.4.6 SL.PE.4.1: SL.PE.4.1b: SL.PE.4.1d: SL.II.4.2
UNIT 4: Marking Period 2		
Eureka! Student Inventor 18 Days Cursive Handwriting Practice	CKLA Opinion, Informational, Narrative Writing Unit Online Assessment:	Standards L.RF.4.4 L.RF.4.4a L.WF.4.3a L.WF.4.3g L.KL.4.1a L.KL.4.1d L.VL.4.2 L.VI.4.3 L.WF.4 RI.CR.4.1 RI.CI.4.2 RI.IT.4.3 RI.TS.4.4 RL.PP.4.5 RI.AA.4.7 W.AW.4.1 W.AW.4.1a W.AW.4.1b W.AW.4.1c W.AW.4.1d W.IW.4.2 W.NW.4.3 W.WP.4.4 W.WP.4.4a W.WP.4.4b W.WP.4.4c. W.WR.4.5 W.SE.4.6 W.RW.4.7 SL.PE.4.1: SL.PE.4.1a: SL.PE.4.1b: SL.PE.4.1c: SL.PE.4.1d: SL.II.4.2: SL.ES.4.3:
UNIT 5: Marking Period 3		
Our Planet: Geology 18 Days Cursive Handwriting Practice	CKLA Spelling Assessment Lesson 10 and Lesson 15 Informational Writing Unit Online Assessment Student Performance Assessment	Standards L.RF.4.4 L.RF.4.4a L.RF.4.4c L.WF.4.2 L.WF.4.2b

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		L.WF.4.2d L.WF.4.3 L.WF.4.3a L.WF.4.3b L.WF.4.3f L.WF.4.3g L.KL.4.1d L.VL.4.2 L.VI.4.3 L.VI.4.3b L.WF.4 RL.CR.4.1 RI.CR.4.1 RL.CI.4.2 RI.CI.4.2 RI.IT.4.3 RL.MF.4.6 RI.MF.4.6 RI.AA.4.7 RL.CT.4.8 W.WP.4.4a W.WP.4.4c W.WP.4.4d W.WP.4.4e W.SE.4.6
UNIT 6: Marking Period 3		
Road to Independence: The American Revolution 18 Days Cursive Handwriting Practice	CKLA Spelling Assessment Lesson 10 and Lesson 14 Cause and Effect Essay Unit Online Assessment:	Standards L.RF.4.3 L.RF.4.4a L.WF.4.2 L.WF.4.2a L.WF.4.2b L.WF.4.2c L.WF.4.2d L.WF.4.3 L.WF.4.3a L.WF.4.3g L.KL.4.1 L.KL.4.1a L.VL.4.2 L.VL.4.2a L.WF.4 RI.CR.4.1 RI.CI.4.2: RL.IT.4.3 RI.IT.4.3 RL.TS.4.4 RI.TS.4.4 RI.PP.4.5 RL.MF.4.6 W.IW.4.2

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		W.IW.4.2a W.IW.4.2b W.IW.4.2c W.IW.4.2d W.WP.4.4 WP.4.4b W.WP.4.4c W.WP.4.4d W.WP.4.4e SL.PE.4.1 SL.PI.4.4 SL.UM.4.5 SL.AS.4.6
UNIT 7: Marking Period 3-4		
Novel Study: From the Mixed-Up Files of Mrs. Basil E. Frankweiler 18 Days Cursive Handwriting Practice	CKLA Narrative Writing Unit Online Assessment:	Standards L.WF.4.3b L.WF.4.3d L.WF.4.3g L.KL.4.1a L.KL.4.1b L.VL.4.2 L.VL.4.2a L.VI.4.3 L.VI.4.3a L.VI.4.3b L.VI.4.3c WF.4 RL.CR.4.1 RL.CI.4.2 RL.IT.4.3 RL.TS.4.4 RL.PP.4.5 W.IW.4.2 W.NW.4.3 W.NW.4.3b W.NW.4.3d W.WP.4.4a W.WP.4.4b W.WP.4.4c W.SE.4.6 SL.PE.4.1 SL.PI.4.4 SL.UM.4.5 SL.AS.4.6:
UNIT 8: Marking Period 4		
Adventures on the High Seas: Treasure Island 18 Days Cursive Handwriting Practice	CKLA Narrative Writing Unit Online Assessment:	Standards L.RF.4.3 L.RF.4.4 L.RF.4.4a L.RF.4.4b

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		L.RF.4.4c L.WF.4.2 L.WF.4.2c L.WF.4.2d L.KL.4.1 L.KL.4.1a L.WF.4 RL.CR.4.1 RL.CI.4.2 RL.IT.4.3 RL.PP.4.5 RL.MF.4.6 W.NW.4.3 W.NW.4.3a W.NW.4.3b W.NW.4.3c W.NW.4.3 W.NW.4.3e W.WP.4.4 W.WP.4.4a W.WP.4.4b W.WP.4.4c W.WP.4.4e SL.PE.4.1 SL.PE.4.1c SL.PI.4.4 SL.UM.4.5 SL.AS.4.6
UNIT 9: Marking Period 4		
Inspiration and Ingenuity: American Innovation 18 Days Cursive Handwriting Practice	CKLA Informational Research Writing Student Performance Assessment Unit Online Assessment:	Standards L.WF.4.3g L.VL.4.2 L.WF.4 RI.CR.4.1 RI.CI.4.2 RI.IT.4.3 RI.AA.4.7 W.IW.4.2 W.IW.4.2a W.IW.4.2b W.IW.4.2c W.IW.4.2d W.IW.4.2e W.WP.4.4 W.WP.4.4a W.WP.4.4b W.WP.4.4d W.WP.4.4e W.WR.4.5 W.SE.4.6 SL.PE.4.1b

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		SL.PE.4.1d SL.PI.4.4 SL.UM.4.5
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