



**Allamuchy Township School District
Allamuchy, NJ**

**English Language Arts
Grade 4**

CURRICULUM GUIDE

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**This curriculum may be modified through varying techniques,
strategies and materials, as per an individual student's
Individualized Education Plan (IEP).**

**Approved by the Allamuchy Board of Education
At the regular meeting held on September 23, 2019**

And

***Aligned with the New Jersey Core Curriculum Content Standards
And Common Core Content Standards***

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Philosophy and Rationale

The Allamuchy Township School District's K-5 Language Arts Curriculum aligns with the Common Core English Language Arts State Standards and Literacy in preparation for college and career readiness. Students who are prepared for high school, and are college and career ready, will demonstrate independence, build strong content knowledge, respond and communicate, comprehend and critique, value evidence, use technology and digital media strategically and capably, and come to understand other perspectives and cultures. Each grade level is divided into strands, which include reading, writing, speaking and listening, and language. Allamuchy Township School incorporates various opportunities for students to experience using their skills both inside and outside of the classroom through outdoor education. Language Arts skills increase systematically in each grade level so students can gain adequate exposure to different texts and tasks. The curriculum allows students to explore interdisciplinary connections through Language Arts and utilize Language Arts skills within the content areas. Students will be introduced to a variety of text types including stories, drama, poetry, and non-fiction. Learning to read literature, write, speak and listen for comprehension enables students to discover personal meaning and success throughout their lives. Learning to use the English language gives students a range of skills and applications for success throughout their lives.

Mission Statement

Building on tradition and success, the mission of the Allamuchy Township School District is to foster a caring and creative environment where students grow as learners and citizens while developing 21st century skills. We provide a culture for social emotional learning that contributes to a positive school climate, increased academic success, and a sense of ownership within the community.

The Allamuchy Learner

The Allamuchy Township School District pursues a holistic approach to encouraging the educational growth of every student. We consider each student as an individual with particular strengths and weaknesses, likes and dislikes and varying motivations. The goal of the Allamuchy educational program is to develop young people who are curious, well rounded, knowledgeable, caring, respectful and responsible so that they can evolve into self-sufficient and confident citizens and members of a diverse society.

Scope and Sequence

Unit 1: Ideas

Comprehension Skills and Strategies:

- Target Skills: Story Structure, Author's Purpose, Cause and Effect, Theme, Understanding Characters
- Target Strategies: Summarize, Monitor/Clarify, Visualize, Analyze/Evaluate, Infer/Predict

Writing:

- Descriptive Paragraph, Narrative Composition, Dialogue, Fictional Narrative

Foundational Skills:

- VCV Pattern, Open and Close Syllables, VCCV Pattern, Homophones

Grammar:

- Complete Sentences, Subjects and Predicates, Kinds of Sentences, Simple and Compound Sentences, Nouns

Vocabulary:

- Target Vocabulary
- Strategies: Prefixes: re-, un-, dis-, in-, im-, ir-, non-, mis-, Context Clues, Using a Dictionary

Fluency:

- Rate, Phrases, Accuracy, Intonation, Expression

Speaking and Listening:

- Retell a Story, Listen for a Purpose, Give and Follow Directions, Summarize a Spoken Message, Interpret Literature

Unit 2: Animals & Adaptations

Comprehension Skills and Strategies:

- Compare and Contrast, Fact and Opinion, Understanding Characters, Conclusions/Generalizations, Author's Purpose
- Infer/Predict, Summarize, Visualize, Question, Analyze/Evaluate

Writing:

- Response to Literature, Opinion Paragraph, Poem, Response to Literature Essay

Foundational Skills:

- Digraphs, Clusters, Stressed and Unstressed Syllables, Common Beginning syllables, vowel + r sound in multisyllable words

Grammar:

- Verbs, Simple Verb Tenses, Conjunctions, Commas, Pronouns

Vocabulary:

- Target Vocabulary
- Vocabulary Strategies: Suffixes: -y, -ous, Greek and Latin word parts: phon, photo, graph, auto, tele, figurative language, antonyms, analogies

Fluency:

- Expression, Phrasing, Stress, Accuracy, Intonation

Speaking and Listening:

- Ask and Answer questions, compare print and non-print information, discuss literature with others, listen and respond, listen to distinguish fact and opinion

Unit 3: Friendship & Citizenship

Comprehension Skills and Strategies:

- Target Skills: Fact and Opinion, Sequence of Events, Cause and Effect, Text and Graphic Features, Main Ideas and Details
- Strategies: Infer/predict, visualize, summarize, question, monitor/clarify

Writing:

- Persuasive paragraph, problem-solution, persuasive letter, persuasive essay

Foundational Skills:

- Compound words, base words ending words, recognizing common word parts, recognize suffixes, three syllable words

Grammar:

Proper nouns, possessive nouns, regular verbs, participles, irregular verbs

Vocabulary:

- Target vocabulary
- Vocabulary strategies: suffixes: -ful, -less, -ness, -ment, -able, -ible, Greek and Latin Word Roots: spect, struct, tele, vis, multiple meaning wor

Fluency:

- Punctuation, rate, pauses, stress, expression

Speaking and Listening:

- Prepare interview questions, conduct and interview, view non-print media sources, listen to summarize ideas

Unit 4: Government & Achievements

Comprehension Skills and Strategies:

- Target Skills: Author's Purpose, Conclusions, Text and Graphic features, Understanding Characters
- Target Strategies: Monitor/ Clarify, Visualize, Question, Summarize, Infer/ Predict

Writing:

- Persuasive Letter, Focus Trait: Voice, Write to Persuade: Paragraph, Problem Solving Solution Paragraph, Persuasive Essay

Foundational Skills:

- Compound Words, Vowel sounds in spoon and wood, Words with /k/ and /kn/ Words with /j/ and /s/ Words with VCCCV Pattern, Words with air, ear, are.

Grammar:

- What is an Adjective? Using the Verb be and helping verbs, Irregular Verbs, Contractions

Vocabulary:

- Dictionary/Glossary, Categorize and classify

Fluency: Intonation, Stress, Rate, Phrasing

Speaking and listening:

- Comprehension and Collaboration, Listen for Sequence

Unit 5: History & Inventions

Comprehension Skills and Strategies:

- **Target Skills:** Skill: Fact and Opinion, Compare and Contrast, Skill Sequence of Events, Author's Purpose, Text and Graphic function
- Strategy: Visualize, Question, Analyze / Evaluate, Infer/Predict

Writing:

- Write to express, Word Choice, ideas

Foundational Skills:

- Suffixes -less,, -ness, -able, Prefixes un-, pre-, re-, bi-, Suffixes -ful,-y, -ous, -ly, -er, Spelling Changes: -s, -es, -ed, -ing, Base Words and -ed, -ing, Words from other Languages

Grammar:

- Possessive Nouns and Possessive Pronouns, Using Proper Nouns, Abbreviations, What is an Adverbs?, What is a Preposition?

Vocabulary:

- Base Words and Prefix non-,Prefixes In-, im-, Suffixes er,est, Analogies

Fluency:

- Expression, Accuracy, Rate, Phrasing, Intonation

Speaking and listening:

- Comprehension and Collaboration

Unit 6: Traditions & Identity

Comprehension Skills and Strategies:

- Target Skills: Main Ideas and Details, Cause and Effect, Fact and Opinion, Understanding Characters, Conclusions/Generalizations
- Target Strategies: Analyze/Evaluate, Summarize, Visualize, Monitor and Clarify, Question

Writing:

- Write to Inform: Compare/Contrast Paragraph, Problem/Solution Paragraph, Focus Trait: Word choice, Instructions, Pre-write a research Project, Draft and Revise a Research Report,

Foundational Skills:

- Common Final Syllables-tion, -sion, -ture, Double Consonants, Words with ough, augh, Words Ending in -er, -le, Schwa Sound

Grammar:

- Writing Quotations, Possessive Pronouns, Correct Pronouns

Vocabulary:

- Prefixes un-and dis-, Compound Words, Suffix -ion, Homographs/ Homophones, Suffixes: Word Roots

Fluency: Rate, Accuracy, Intonation, Phrasing

Speaking and listening:

- Comprehension and Collaboration

Scope and Sequence is based on a 180 day school year.

Unit 1

Topic: Ideas

Stage 1: Desired Results

Content Standards:

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found literature.

RL.4.5 Explain major differences between poems, dramas, and prose, and refer to structural elements of poems when writing or speaking about a text.

RL.4.6 Compare and Contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.

RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.4 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.4.5 Describe overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, or concepts or information in a text or part of a text.

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

RF.4.3a 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.

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

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

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

W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and description to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words and phrases to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. (grade-specific expectations for writing types are defined in standards 1-3 above).

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list or resources.

W.4.9a Apply grade 4, Reading standards to literature (e.g., “describe in depth a character, setting, or even in a story or drama).

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

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

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

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

SL.4.3c Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

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

SL.4.4c Consult reference materials, both in print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

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

SL.4.6 Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.

L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.2c Use a comma before a coordinating conjunction in a compound sentence.

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

L.4.3a Choose words and phrases to convey ideas precisely.

L.4.3b Choose punctuation for effect.

L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, and autograph)

L.4.5a Explain the meaning of simple similes and metaphors in context.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being.

Essential Questions:

1. Where do good ideas come from?
2. How do your actions affect others?
3. How do people respond to natural disasters?
4. How can science help you understand how things work?
5. How can starting a business help others?

Enduring Understandings:

1. Good readers have strategies that help them understand a text.
2. Proper grammar mechanics promote fluency of communication.

3. Good readers use various strategies to determine word meanings.
4. Complete sentences have a subject and a predicate.
5. Words should be spelled correctly in final drafts.
6. A theme is a message or lesson the characters are learning in a story.

Knowledge and Skills (SWBAT embedded course proficiencies)

- Read and comprehend literature using various techniques
- Refer to details and examples in a text and draw inferences from them
- Determine main idea of a text
- Read grade level text with purpose and understanding
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- Come to discussions prepared, having read or studies material
- Identify the reasons and evidence a speaker provides to support particular points
- Produce complete sentences, recognizing fragments and run ons
- Choose punctuation for effect
- Use context clues in determining new vocabulary

Stage 2: Evidence of Understanding, Learning Objectives and Expectations

Benchmarks (embedded student proficiencies)

Reading:

- By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Writing:

- Write and develop a well written product that is organized, has a introductory sentence and concluding sentence, has a beginning, middle, and end, communicates an on topic idea.

Speaking and Listening:

- 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.

Language:

- Demonstrate demand of the conventions of Standard English grammar and usage when writing or speaking

Assessment Methods (formative, summative, other evidence and/or student self- assessment)

Formative (ongoing)

- Report card/conference and student conferences
- Daily observation of students performance
- Small center group activities
- Guided Reading groups
- Project based learning
- Writing prompt assessments
- Weekly spelling assessments
- Accelerated Reader Quizzes
- Star Reading

Summative:

- NJSLA Test Results

Stage 3: Learning Plan

In this Unit students will be engaged through activities such as Smart Board lessons (Reading Wonders created and teacher created), use of classroom computers/ I-pads and media center, educational songs and video clips from YouTube, and school website links to educational games.

Differentiation will be provided through hands on activities to meet all learning styles. For example, struggling students can act out or draw a new vocabulary word to reinforce its meaning. Modified worksheets and leveled readers can also be used to differentiate instruction. Additionally, flexible ability grouping, In-Class Support, and ASIP will be provided to students as needed. In this Unit, Fourth Graders will practice the 21st Century Skills of Communication and Collaboration, Critical Thinking and Problem Solving, as well as Creativity and Innovation. Media literacy is incorporated in the unit through Smart Board lessons and use of classroom computers/Ipads to complete class projects and play educational games. Many Life and Career Skills are supported by students' interactions with peers and teachers throughout their school day.

Below is a list of examples of teaching approaches, differentiation, and instructional techniques that can be used in any unit.

- Teacher created activities & assessments words.
- Monitor reading, using decoding, word recognition, and re-reading of text.
- Encourage students to make reading sound like the characters are talking.
- Literature circle activities & discussions
- Trait Crate
- Discuss overall meaning and messages of text
- Plot charts
- Utilize reading logs
- Study unit on poetry during National Poetry Month and discuss theme through different poems
- Design character trait posters depicting characters from biographies or novels and traits they exhibit.
- Create vocabulary cards or lists of unknown words in text. Create vocabulary center for students to develop vocabulary and utilize domain-specific words within a text.
- Define unknown words using a dictionary or online source
- Create pictures of figurative language like similes, metaphors, hyperboles, and idioms
- Poetry Project- identify favorite poem that relates to student's life and identify structural elements. Write a poem that relates to the first.
- Read poems and plays, discussing structural elements.
- Read passages and identify differing points of view
- Create Venn-diagrams and t-charts with similarities and differences in narration
- Discuss pictures within novels and how they help us understand the text.
- Draw visualizations of a text to help
- After reading a novel, watch the video dramatization. Create Venn-diagrams discussing differences in versions and write about preference of version.
- Book report presentations
- Continue to make text-to-text, text-to-self, and text-to-world connections
- Read and compare different types of stories.
- Discuss similarities and differences across different forms of literature from different cultures or authors.
- Write about how characters solved problems in different ways in different stories.

- Scaffold reading of literature and non-fiction in guided reading groups
- Subject students to a variety of text on a variety of levels
- Word wall- Display words on wall in classroom for future use.
- Biography Research Project in language arts or social studies
- Comprehension assessments, AR tests, on a variety of levels
- Use mutli-syllable games and card puzzles to correctly pronounce multisyllabic
- Model fluent reading in read-aloud
- Yo! Yes!- Model reading of punctuation and inflection.
- Write a 4-5 paragraph persuasive essay in which students have to support their opinion reasons and information.
- Write newspaper articles or book recommendations using reasons for support.
- Utilize different types of graphic organizers to brainstorm ideas in an organized manner for writing.
- Write grade appropriate compositions for specific audiences and purposes.
- Writer’s Workshop- provide students with opportunities to peer and teacher conference in order to strengthen, revise and edit writing.
- Type essays in one sitting, utilizing the internet to add pictures.
- Post completed writing on website for discussion.
- Utilize technology to research information for writing.
- Research an unusual animal that has a unique adaptation that helps it survive. Create a poster or brochure about this animal.
- Research a favorite author and create a Power Point presentation to convey knowledge.
- Produce numerous pieces of writing for many different purposes and in different time frames.
- Fill out and review evaluation tool or “exit slip” at the end of discussions.
- Online Preposition Desert Game- Identify prepositions and objects of prepositions (see website).
- Diagram sentences using Framing Your Thoughts.
- Daily Oral Language
- Homophone Word Games

Time Allotment: 1/6 of the school year

Unit 2

Topic: Animals & Adaptations

Stage 1 :Desired Results

Content Standards:

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

RL.4.5 Explain major differences between poems, dramas, and prose, and refer to structural elements of poems when writing or speaking about a text.

RL.4.6 Compare and Contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

RL.4.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.4 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.4.5 Describe overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, or concepts or information in a text or part of a text.

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RF.4.3a 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.

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

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. B. Provide reasons that are supported by facts from texts and/or other sources. C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). D. Provide a conclusion related to the opinion presented. .

W.4.2 . Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a conclusion related to the information or explanation presented.

W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. (grade-specific expectations for writing types are defined in standards 1-3 above).

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list or resources.

W.4.9a Apply grade 4, Reading standards to literature (e.g., “describe in depth a character, setting, or event in a story or drama).

W.4.9b Apply grade 4 Reading Standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

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

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

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

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

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

L.4.1b Form and use the progressive (e.g., I was walking, I am walking, I will be walking) verb tenses.

L.4.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

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

L.4.3a Choose words and phrases to convey ideas precisely.

L.4.3b Choose punctuation for effect.

L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, and autograph).

L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

L.4.5a Explain the meaning of simple similes and metaphors in context.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being.

Essential Questions:

1. What are some messages in animal stories?
2. How do animal characters change familiar stories?
3. How are all living things connected?
4. What helps an animal survive?
5. How are writers inspired by animals?

Enduring Understandings:

1. Good readers have strategies that help them understand a text.
2. Proper grammar mechanics promote fluency of communication.
3. Good readers use various strategies to determine word meanings.
4. Complete sentences have a subject and a predicate.
5. Words should be spelled correctly in final drafts.
6. A theme is a message or lesson the characters are learning in a story.

Knowledge and Skills (SWBAT embedded course proficiencies)

- Read and comprehend literature using various techniques
- Refer to details and examples in a text and draw inferences from them
- Determine main idea of a text
- Read grade level text with purpose and understanding
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- Come to discussions prepared, having read or studies material
- Identify the reasons and evidence a speaker provides to support particular points
- Produce complete sentences, recognizing fragments and run-on sentences
- Choose punctuation for effect
- Use context clues in determining new vocabulary
- Identify cause and effect relationships
- Explain the message/theme of a story
- Understand characters' behavior, changes, and relationships

Benchmarks (embedded student proficiencies)

Reading:

- By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Writing:

- Write and develop a well written product that is organized, has a introductory sentence and concluding sentence, has a beginning, middle, and end, communicates an on topic idea.

Speaking and Listening:

- 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.

Language:

- Demonstrate demand of the conventions of Standard English grammar and usage when writing or speaking

Assessment Methods (formative, summative, other evidence and/or student self- assessment)

Formative (ongoing)

- Report card/conference and student conferences
- Daily observation of students performance
- Small center group activities
- Guided Reading groups

- Project based learning
- Writing prompt assessments
- Weekly spelling assessments
- Accelerated Reader Quizzes
- Star Reading

Summative:

- NJSLA Test Results

Stage 3: Learning Plan

Students will be engaged through authentic literature, literacy circles, group and partner projects, Smart Board lessons, dramatize scenes from a texts, themed/seasonal books, guest speakers, cross-curricular connections, and self-selected reading materials. Differentiation will be provided through written, visual, auditory, and hands on activities to meet all learning styles. Modify worksheets and activities for individual needs. Reading wonders resources will be used including graphic organizers for modified worksheets for individual needs.

In this Unit, we will allow students to revise, rethink, refine their understanding of the topics taught. Use subject matter questioning to review and enhance prior learning. Give timely written feedback on Formative assessments and allow time for review.

Students will learn through activities such as Smart Board lessons (Reading Wonders created and teacher created), use of classroom computers, IXL computer reading program, educational songs and video clips from YouTube and Brain POP Jr., manipulatives, and school website links to educational games. They can participate in activities such as writing a character sketch, draw the setting and the characters, ,create KWL charts prior to reading, and keep a reading journal where students can record predictions, opinions, and a list of difficult words.

In this Unit, the students will practice the 21st Century Skills of Communication and Collaboration, Critical Thinking and Problem Solving, as well as Creativity and Innovation. Many Life and Career Skills will be focused on by supporting students' interactions with peers and teachers throughout their school day.

In this Unit, 4th Graders will practice the 21st Century Skills of Communication and Collaboration, Critical Thinking and Problem Solving, as well as Creativity and Innovation. 4th Grade writing pieces will focus on Interdisciplinary Themes such as Civic, Health, and Environmental literacy. 4th graders write using several computers programs such as Microsoft Word, Google Docs and Microsoft Publisher.

For additional teaching approaches and techniques refer to page 10.

Time Allotment: 1/6 of the school year

Unit 3

Topic: Friendship & Citizenship

Stage 1: Desired Results

Content Standards:

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

RL.4.5 Explain major differences between poems, dramas, and prose, and refer to structural elements of poems when writing or speaking about a text.

RL.4.6 Compare and Contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

RI.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.4.5 Describe overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, or concepts or information in a text or part of a text.

RI.4.6 Compare and contrast the point of view from which different stories are narrated, including difference between first and third person narrations.

RI.4.7 Interpret information presented visually orally, or quantitatively (e.g., charts, graphs, diagrams, time lines, animations, or interactive elements on Web Pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RF.4.3a 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.

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

RF.4.4c 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.

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. B. Provide reasons that are supported by facts from texts and/or other sources. C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). D. Provide a conclusion related to the opinion presented.

W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. (grade specific expectations for writing types are defined in standards 1-3 above)

W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing

W.4.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list or resources.

W.4.9b Apply grade 4 Reading Standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

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

to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

SL.4.2d Spell grade-appropriate words correctly, consulting references as needed.

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

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

SL.4.4c Consult reference materials, both in print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

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

SL.4.6 Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.

L.4.1b Form and use the progressive (e.g., I was walking, I am walking, I will be walking) verb tenses.

L.4.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

L.4.1g Correctly use frequently confused words.

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

L.4.3a Choose words and phrases to convey ideas precisely.

L.4.3b Choose punctuation for effect.

L.4.4b Use common, grade -appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, and autograph).

L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

L.4.5a Explain the meaning of simple similes and metaphors in context.

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being

Essential Questions:

1. How can you make new friends feel welcome?
2. In what ways can you help your community?
3. How can one person make a difference?

4. How can words lead to change?
5. In what ways can advances in science be helpful or harmful?

Enduring Understandings:

1. Good readers have strategies that help them understand a text.
2. Proper grammar mechanics promote fluency of communication.
3. Good readers use various strategies to determine word meanings.
4. Complete sentences have a subject and a predicate.
5. Words should be spelled correctly in final drafts.
6. A theme is a message or lesson the characters are learning in a story.

Knowledge and Skills (SWBAT embedded course proficiencies)

- Read and comprehend literature using various techniques
- Refer to details and examples in a text and draw inferences from them
- Determine main idea of a text
- Read grade level text with purpose and understanding
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- Come to discussions prepared, having read or studies material
- Identify the reasons and evidence a speaker provides to support particular points
- Produce complete sentences, recognizing fragments and run-on sentences
- Choose punctuation for effect
- Use context clues in determining new vocabulary
- Identify cause and effect relationships
- Explain the message/theme of a story
- Understand characters' behavior, changes, and relationships

Benchmarks (embedded student proficiencies)

Reading:

- By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Writing:

- Write and develop a well written product that is organized, has a introductory sentence and concluding sentence, has a beginning, middle, and end, communicates an on topic idea.

Speaking and Listening:

- 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.

Language:

- Demonstrate demand of the conventions of Standard English grammar and usage when writing or speaking

Assessment Methods (formative, summative, other evidence and/or student self- assessment)

Formative (ongoing)

- Report card/conference and student conferences

- Daily observation of students performance
- Small center group activities
- Guided Reading groups
- Project based learning
- Writing prompt assessments
- Weekly spelling assessments
- Accelerated Reader Quizzes
- Star Reading

Summative:

- NJSLA Test Results

Stage 3: Learning Plan

Students will be engaged through authentic literature, literacy circles, group and partner projects, Smart Board lessons, dramatize scenes from a texts, themed/seasonal books, guest speakers, cross-curricular connections, and self-selected reading materials. Differentiation will be provided through written, visual, auditory, and hands on activities to meet all learning styles. Modify worksheets and activities for individual needs. Reading wonders resources will be used including graphic organizers for modified worksheets for individual needs.

In this Unit, we will allow students to revise, rethink, refine their understanding of the topics taught. Use subject matter questioning to review and enhance prior learning. Give timely written feedback on Formative assessments and allow time for review.

Students will learn through activities such as Smart Board lessons (Reading Wonders created and teacher created), use of classroom computers, iXL computer reading program, educational songs and video clips from YouTube and Brain POP Jr., manipulatives, and school website links to educational games. They can participate in activities such as writing a character sketch, draw the setting and the characters, ,create KWL charts prior to reading, and keep a reading journal where students can record predictions, opinions, and a list of difficult words.

In this Unit, the students will practice the 21st Century Skills of Communication and Collaboration, Critical Thinking and Problem Solving, as well as Creativity and Innovation. Many Life and Career Skills will be focused on by supporting students' interactions with peers and teachers throughout their school day.

In this Unit, 4th Graders will practice the 21st Century Skills of Communication and Collaboration, Critical Thinking and Problem Solving, as well as Creativity and Innovation. 4th Grade writing pieces will focus on Interdisciplinary Themes such as Civic, Health, and Environmental literacy. 4th graders write using several computers programs such as Microsoft Word, Google Docs and Microsoft Publisher.

For additional teaching approaches and techniques refer to page 10.

Time Allotment: 1/6 of the school year

Unit 4

Topic: Government & Achievements

Stage 1:DesiredResults

Content Standards

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2 Determine the key details to identify theme in a story, drama, or poem and summarize the text.

RL. 4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.4.9. (previously RL.5.9.) Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.4 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.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

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

A .Read grade-level text with purpose and understanding.

B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

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

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. B. Provide reasons that are supported by facts from texts and/or other sources. C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). D. Provide a conclusion related to the opinion presented.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension

W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and

publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.10. Write routinely over extended time frames (time for research, reflection, meta-cognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

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

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

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

d. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases to convey ideas precisely. *

c. 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.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

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

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

Essential Questions:

1. Why do we need government?
2. Why do people run for public office?
3. How do inventions and technology affect your life?
4. How can you explain what you see in the sky?
5. How do writers look at success in different ways??

Enduring Understandings:

1. Good readers have strategies that help them understand a text.
2. Proper grammar mechanics promote fluency of communication.
3. Good readers use various strategies to determine word meanings.
4. Complete sentences have a subject and a predicate.
5. Words should be spelled correctly in final drafts.
6. A theme is a message or lesson the characters are learning in a story.

Knowledge and Skills (SWBAT embedded course proficiencies)

- Read and comprehend literature using various techniques
- Refer to details and examples in a text and draw inferences from them
- Determine main idea of a text
- Read grade level text with purpose and understanding
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- Come to discussions prepared, having read or studies material
- Identify the reasons and evidence a speaker provides to support particular points
- Produce complete sentences, recognizing fragments and run-on sentences
- Choose punctuation for effect
- Use context clues in determining new vocabulary
- Identify cause and effect relationships
- Explain the message/theme of a story
- Understand characters' behavior, changes, and relationships

Benchmarks (embedded student proficiencies)

Reading:

- By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Writing:

- Write and develop a well written product that is organized, has a introductory sentence and concluding sentence, has a beginning, middle, and end, communicates an on topic idea.

Speaking and Listening:

- 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.

Language:

- Demonstrate demand of the conventions of Standard English grammar and usage when writing or speaking

Assessment Methods (formative, summative, other evidence and/or student self- assessment)

Formative (ongoing)

- Report card/conference and student conferences
- Daily observation of students performance
- Small center group activities
- Guided Reading groups
- Project based learning
- Writing prompt assessments
- Weekly spelling assessments
- Accelerated Reader Quizzes
- Star Reading

Summative:

- NJSLA Test Results

Stage 3: Learning Plan

Students will be engaged through authentic literature, literacy circles, group and partner projects, Smart Board lessons, dramatize scenes from a texts, themed/seasonal books, guest speakers, cross-curricular connections, and self-selected reading materials. Differentiation will be provided through written, visual, auditory, and hands on activities to meet all learning styles. Modify worksheets and activities for individual needs. Reading wonders resources will be used including graphic organizers for modified worksheets for individual needs.

In this Unit, we will allow students to revise, rethink, refine their understanding of the topics taught.

Use subject matter questioning to review and enhance prior learning. Give timely written feedback on Formative assessments and allow time for review. Students will learn through activities such as Smart Board lessons (Reading Wonders created and teacher created), use of classroom computers, iXL computer reading program, educational songs and video clips from YouTube and Brain POP Jr., manipulatives, and school website links to educational games.

They can participate in activities such as writing a character sketch, draw the setting and the characters, ,create KWL charts prior to reading, and keep a reading journal where students can record predictions, opinions, and a list of difficult words.

In this Unit, the students will practice the 21st Century Skills of Communication and Collaboration, Critical Thinking and Problem Solving, as well as Creativity and Innovation. Many Life and Career Skills will be focused on by supporting students' interactions with peers and teachers throughout their school day.

In this Unit, 4th Graders will practice the 21st Century Skills of Communication and Collaboration, Critical Thinking and Problem Solving, as well as Creativity and Innovation. 4th Grade writing pieces will focus on Interdisciplinary Themes such as Civic, Health, and Environmental literacy. 4th graders write using several computers programs such as Microsoft Word, Google Docs and Microsoft Publisher.

For additional teaching approaches and techniques refer to page 10

Time Allotment: 1/6 of the school year

Unit 5

Topic: History & Inventions

Stage1: Desired Results

Content Standards:

RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding 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.

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.a. Read grade-level text with purpose and understanding.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a conclusion related to the information or explanation presented.

W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

b. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

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

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

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

SL.4.6 Differentiate between contexts that call for formal English (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.

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases to convey ideas precisely.*

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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

L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Essential Questions:

1. In what ways do people show they care about each other?
2. What are some of the reasons people moved west?
3. How can inventions solve problems?
4. What can you discover when you look closely at something.
5. How can learning about the past help you understand the present?

Enduring Understandings:

1. Good readers have strategies that help them understand a text.
2. Proper grammar mechanics promote fluency of communication.
3. Good readers use various strategies to determine word meanings.
4. Complete sentences have a subject and a predicate.
5. Words should be spelled correctly in final drafts.
6. A theme is a message or lesson the characters are learning in a story.

Knowledge and Skills (SWBAT embedded course proficiencies)

- Read and comprehend literature using various techniques
- Refer to details and examples in a text and draw inferences from them
- Determine main idea of a text
- Read grade level text with purpose and understanding
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- Come to discussions prepared, having read or studies material
- Identify the reasons and evidence a speaker provides to support particular points
- Produce complete sentences, recognizing fragments and run-on sentences
- Choose punctuation for effect
- Use context clues in determining new vocabulary
- Identify cause and effect relationships
- Explain the message/theme of a story
- Understand characters' behavior, changes, and relationships

Benchmarks (embedded student proficiencies)

Reading:

- By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Writing:

- Write and develop a well written product that is organized, has a introductory sentence and concluding sentence, has a beginning, middle, and end, communicates an on topic idea.

Speaking and Listening:

- 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.

Language:

- Demonstrate demand of the conventions of Standard English grammar and usage when writing or speaking

Assessment Methods (formative, summative, other evidence and/or student self- assessment)

Formative (ongoing)

- Report card/conference and student conferences
- Daily observation of students performance
- Small center group activities
- Guided Reading groups
- Project based learning

- Writing prompt assessments
- Weekly spelling assessments
- Accelerated Reader Quizzes
- Star Reading

Summative:

- NJSLA Test Results

Stage 3: Learning Plan

The theme for Unit 5 is “History & Inventions” To launch unit five, have a class discussion with the following questions: ask students to tell about inventions that they believe have had the greatest impact on American history. To incorporate technology and higher level thinking, students will be assigned to a research project related to the topic: Inventions. Students will use various google apps to research and write about an invention of their choice. In continuation of the unit, teachers will read texts that have characters that ‘learned lessons’ in some way. The topics taught (see knowledge and skills) should be enforced through guided reading and independent or partnered centers.

For additional teaching approaches and techniques refer to page 10

Time Allotment: 1/6 of the school year

Unit 6

Topic: Traditions and Identity

Stage 1: Desired Results

Content Standards:

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

RL.4.9. (previously RL.5.9.) Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
cultures.

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

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

a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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

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

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. B. Provide reasons that are supported by facts from texts and/or other sources. C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). D. Provide a conclusion related to the opinion presented.

W.4.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g. a character’s thoughts, words, or actions].”).

W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

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

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

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

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). e. Form and use prepositional phrases.

L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a..Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.*

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Essential Questions:

1. How do traditions connect people?
2. Why is it important to keep a record?
3. How have our energy resources changed over the years?
4. What has been the role of money over time?
5. What shapes a person’s identity?

Enduring Understandings:

1. Good readers have strategies that help them understand a text.
2. Proper grammar mechanics promote fluency of communication.
3. Good readers use various strategies to determine word meanings.
4. Complete sentences have a subject and a predicate.
5. Words should be spelled correctly in final drafts.
6. A theme is a message or lesson the characters are learning in a story.

Knowledge and Skills (SWBAT embedded course proficiencies)

- Read and comprehend literature using various techniques
- Refer to details and examples in a text and draw inferences from them
- Determine main idea of a text
- Read grade level text with purpose and understanding
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- Come to discussions prepared, having read or studies material
- Identify the reasons and evidence a speaker provides to support particular points
- Produce complete sentences, recognizing fragments and run-on sentences
- Choose punctuation for effect
- Use context clues in determining new vocabulary
- Identify cause and effect relationships
- Explain the message/theme of a story
- Understand characters' behavior, changes, and relationships

Benchmarks (embedded student proficiencies)

Reading:

- By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

Writing:

- Write and develop a well written product that is organized, has a introductory sentence and concluding sentence, has a beginning, middle, and end, communicates an on topic idea.

Speaking and Listening:

- 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.

Language:

- Demonstrate demand of the conventions of Standard English grammar and usage when writing or speaking

Assessment Methods (formative, summative, other evidence and/or student self- assessment)

Formative (ongoing)

- Report card/conference and student conferences
- Daily observation of students performance
- Small center group activities
- Guided Reading groups
- Project based learning
- Writing prompt assessments
- Weekly spelling assessments
- Accelerated Reader Quizzes
- Star Reading

Summative:

- NJSLA Test Results

Stage 3: Learning Plan

Students will be engaged through authentic literature, literacy circles, group and partner projects, Smart Board lessons, dramatize scenes from a texts, themed/seasonal books, guest speakers, cross-curricular connections, and self-selected reading materials. Differentiation will be provided through written, visual, auditory, and hands on activities to meet all learning styles. Modify worksheets and activities for individual needs. Reading wonders resources will be used including graphic organizers for modified worksheets for individual needs.

In this Unit, we will allow students to revise, rethink, refine their understanding of the topics taught. Use subject matter questioning to review and enhance prior learning. Give timely written feedback on Formative assessments and allow time for review. Students will learn through activities such as Smart Board lessons (Reading Wonders created and teacher created), use of classroom computers, iXL computer reading program, educational songs and video clips from YouTube and Brain POP Jr., manipulatives, and school website links to educational games.

They can participate in activities such as writing a character sketch, draw the setting and the characters, ,create KWL charts prior to reading, and keep a reading journal where students can record predictions, opinions, and a list of difficult words.

In this Unit, the students will practice the 21st Century Skills of Communication and Collaboration, Critical Thinking and Problem Solving, as well as Creativity and Innovation. Many Life and Career Skills will be focused on by supporting students' interactions with peers and teachers throughout their school day.

In this Unit, 4th Graders will practice the 21st Century Skills of Communication and Collaboration, Critical Thinking and Problem Solving, as well as Creativity and Innovation. 4th Grade writing pieces will focus on Interdisciplinary Themes such as Civic, Health, and Environmental literacy. 4th graders write using several computers programs such as Microsoft Word, Google Docs and Microsoft Publisher.

For additional teaching approaches and techniques refer to page 10

Time Allotment: 1/6 of the school year

Resources

Reading Wonders Curriculum Materials such as:

- Leveled Readers,
- Read Alouds
- Smartboard Interactive Lessons and
- High Frequency Word Cards.

Accelerated Reader

Star Reading

iXL

Framing Your Thoughts Strand of Project Read

Report Form

6+1 Writing Traits

Technology Resources:

- http://www.readtennessee.org/teachers/common_core_standards/3rd_gra
- [de/reading_literature.aspx](http://www.readtennessee.org/teachers/common_core_standards/3rd_gra/de/reading_literature.aspx)
- www.fcrr.org
- www.pinterest.com
- www.teacherspayteachers.com
- www.havefunteaching.com
- <http://tc.readingandwritingproject.com/>
- http://www2.ed.gov/parents/read/resources/readingtips/part_pg4.html
- <http://www.nationalgeographic.com/ngextremeexplorer/pdf/effectivepractices.pdf>
- <http://www.readingrockets.org/article/3479/>
- <http://www.readinglady.com/mosaic/tools/Schema%20handout%20by%20Deb%20Smith.pdf>
- <http://www.scholastic.com/teachers/>
- <http://www.readwritethink.org/materials/acrostic/>
- <http://www.gigglepoetry.com/poetryclass/acrostic.html>
- http://www.eduplace.com/tales/content/wwt_045.html
- http://www.eduplace.com/activity/poem_cinquain.html
- <http://www.readinglady.com/> This website features lessons based on comprehension strategies and the books “Strategies that Work” and “Mosaic of Thought.”
- <http://pbskids.org/> Fun website that features various genres of poetry
- www.readingrockets.org/ Offers strategies, lessons, activities and ideas designed to help young child

<http://www.state.nj.us/education/cccs/>

Integration of 21st Century Theme(s)

The following websites are sources for the following 21st Century Themes and Skills:

<http://www.nj.gov/education/code/current/title6a/chap8.pdf>

<http://www.p21.org/about-us/p21-framework> .

<http://www.state.nj.us/education/cccs/standards/9/index.html>

21st Century Interdisciplinary Themes (into core subjects)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

Learning and Innovation Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

Integration of Digital Tools

- Classroom computers/laptops/Chromebooks
- Technology Lab
- Voice amplification device
- Other software programs

CURRICULUM MODIFICATIONS

Special education and 504 students

Modifications are available to children who receive services under IDEA or Section 504 of the Rehabilitation Act.

General modifications:

- Allow outlining, instead of writing for an essay or major project
- Computerized spell-check support
- Word bank of choices for answers to test questions
- Read-alouds, film or video supplements in place of reading text
- Reworded questions in simpler language
- Projects instead of written reports
- Highlighting important words or phrases in reading assignments
- Modified workload or length of assignments/tests
- Modified time demands
- Pass/no pass option
- Modified grades based on IEP

Behavior modifications:

- Follow pre-scripted behavior plan
- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework/behavior chart
- Set and post class rules
- Chart progress and maintain data

Students at risk of school failure

Students or groups of students who are considered to have a higher probability of failing academically or dropping out of school.

- Maximize use of community resources
- Connect family to school and school activities

- Support through transition
- Help develop compensating strategies
- Increase opportunity for positive peer group influences
- Supplemental courses
- Placement in small and interactive groups

English language learner students (ELL)

ELL students are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and who typically require specialized or modified instruction in both the English language and in their academic courses.

- Alternate Responses
- Notes in Advance
- Extended Time
- Simplified Instruction (written and verbal)
- Online Dictionary
- Use lots of visuals
- Use physical activity; model, role-play
- Repeat/Rephrase often
- Use lower level materials when appropriate

Gifted and talented students (G&T)

Inclusion, infusion and differentiated instruction across the curriculum meets the individual needs of gifted and talented students. Gifted and talented services include:

- Differentiated curriculum for the gifted learner.
- Regular classroom curricula and instruction that is adapted, modified, or replaced.
- Educational opportunities consisting of a continuum of differentiated curricular options, instructional approaches and materials.
- Integrated G&T programming into the general education school day.
- Flexible groupings of students to facilitate differentiated instruction and curriculum.

Learning Environments:

- Extensive outside reading
- Active classroom discussion
- Innovative oral and written presentations
- Deductive and inductive reasoning
- Independent writing and research
- Divergent thinking
- Challenging problem solving situations
- Interactive, independent and interdisciplinary activities