Hainesport Township School District
211 Broad Street Hainesport, NJ 08036

Course Title: Language Arts Grade 4
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Course Description and Concepts

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through 4th grade are expected to meet the grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

In addition, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Next, students will have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Finally, students will gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

NJ Technology Standards

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

8.2 Technology Education, Engineering, Design and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

CRP1. Act as a responsible and contributing citizen and employee.
CRP2. Apply appropriate academic and technical skills.
CRP3. Attend to personal health and financial well-being.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9. Model integrity, ethical leadership and effective management.
CRP10. Plan education and career paths aligned to personal goals.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf

Pacing Guide

Unit Topic/Core Novel	Unit #	APX Unit Length
Skinnybones	I	45 Days
War With Grandpa	II	45 Days
Shiloh	III	45 Days
Because of Winn Dixie	IV	45 Days

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1	Primary Focus Standards: RL.4.1 RI.4.1 RF.4.3A RL.4.2 RI.4.2 RF.4.4A,B,C RL.4.4 RI.4.4 RL.4.6 RI.4.6	Primary Focus Standards: W.4.1A,B,C,D W.4.4 W.4.5 W.4.6 W.4.7 W.4.10	Primary Focus Standards: SL.4.1A,B,C,D SL.4.6	Primary Focus Standards: L.4.1A,B L.4.2A,D L.4.4A,C L.4.6
	Text Type: (fiction and nonfiction) · 1 Extended Text · 3-6 shorter texts depending upon length and complexity	Writing Genre: · Opinion Writing · Research · Routine Writing	Task Types: · Small and whole group discussions	These standards are embedded within the writing process

Unit 2	Primary Focus Standards: RL.4.1 RI.4.1 RF.4.3A RL.4.2 RI.4.2 RF.4.4A,B,C RI.4.3 RI.4.4 RI.4.5 RI.4.6 RI.4.7 RI.4.8 RI.4.9	Primary Focus Standards: W.4.2A,B,C,D,E W.4.4 W.4.5 W.4.6 W.4.8 W.4.10	Primary Focus Standards: SL.4.1A,B,C,D SL.4.2 SL.4.3 SL.4.6	Primary Focus Standards: L.4.1C,D L.4.2B,D L.4.3A,B,C L.4.4A,C L.4.6
	Text Type: (fiction and nonfiction) · 1 Extended Text · 3-6 shorter texts depending upon length and complexity	Writing Genre: · Research/Informative · Routine Writing	Task Type: · Project-based presentations focusing on use of multimedia and visual displays	These standards are embedded within the writing process
Unit 3	Primary Focus Standards: RL.4.1 RI.4.1 RF.4.3A RL.4.2 RI.4.2 RF.4.4A,B,C RL.4.3 RL.4.4	Primary Focus Standards: W.4.3A,B,C,D W.4.4 W.4.5 W.4.6 W.4.9 W.4.10	Primary Focus Standards: SL.4.1A,B,C,D SL.4.2 SL.4.4 SL.4.6	Primary Focus Standards: L.4.1E,F L.4.2C,D L.4.4A,C L.4.5A,B,C L.4.6

	RL.4.5 RL.4.6 RL.4.7 RL.4.9			
	Text Type: (fiction and nonfiction) · 1 - 2 Extended Texts · 4-8 shorter texts depending upon length and complexity	Writing Genre: · Narrative · Literary Analysis · Routine Writing	Task Type: · Present in small groups and to whole class	These standards are embedded within the writing process
Unit 4	Primary Focus Standards: RL.4.1 RI.4.1 RF.4.3A RL.4.2 RI.4.2 RF.4.4A,B,C RL.4.4 RI.4.4 RL.4.5 RI.4.5 RL.4.6 RI.4.6 RL.4.10 RI.4.10	Primary Focus Standards: W.4.2A,B,C,D,E W.4.4 W.4.5 W.4.6 W.4.10 Select at least one from W.4.7, W.4.8, W.4.9	Primary Focus Standards: SL.4.1A,B,C,D SL.4.2 SL.4.5 SL.4.6	Primary Focus Standards: L.4.1G L.4.2D L.4.4A,B,C L.4.6
	Text Type: (fiction and nonfiction) · 1 Extended Text · 3-6 shorter texts depending upon length and complexity	Writing Genre: · Research · Informative and Explanatory · Routine Writing	Task type: · Debates · Present in small groups and to whole class	These standards are embedded within the writing process

Suggested Open Educational Resources	Reading	Writing/Language	Speaking & Listening	Critical Thinking
	· North Carolina-4th Gr. ELA Unpacking the Standards · PARCC Evidence Tables · Point of View Video · Main Idea Practice · Inference Practice · Read Aloud Strategy · Circle Plot Diagram · Fluency Packet	· Brainstorm before Writing · Conferencing Video · Narrative Lessons · Compare/Contrast Map · Essay Map · Implementing the Writing Process · Mini Lessons · Writing Samples · Graphic Organizers · Flocabulary · Context Clues · Word Usage · Grammar and Usage · Spelling practice · Various ELA Practices · Word Relationships · Grammar Practice · More Grammar Practice	· Collaborative Discussions Video · Notes for Discussions Video · Text Talk Time · Literature Circles · Speaking and Listening Rubric · In Character Presentation · Crafting a Persuasive Speech · New Report	· Current Event Lessons · Smithsonian Tween Tribune · Newsela Critical Thinking Handbook · Critical Thinking Lessons in Literacy · Whole Brain Teaching Video · Critical Thinking Lesson Plans

Unit 1 Grade 4	
Content Area: Language Arts	
Unit Title/Core Novel: Skinnybones	Grade Level: 4
Interdisciplinary Connections: Social Studies	Length of Time: APX 45 Days
Unit Summary: Students will read fiction and nonfiction texts in a variety of domains. They will summarize, visualize, identify story structure, and cause and effect. They will consider authors' word choice and point of view. In	21st Century Themes/Career Readiness Practices: Global Awareness Civic Literacy CRP2. Apply appropriate academic and technical skills.

addition, they will understand characters and the theme of a story. Students will engage in a collaborative discussion.	CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Core Instructional Materials:	Core Novel Achieve 3000 https://login.achieve3000.com/index NJ Student Learning Standards Grade 4: https://www.nj.gov/education/cccs/2016/ela/g04.pdf GSuite for Education Projector Internet resources Activity handouts from the teacher Presentations via technology including educational videos on Safari and youtube.com · Subject software Internet resources Presentations via technology, including documentaries and videos from Safari, youtube.com and teacher-created materials.

Standards/ ELA Concepts

Anchor Standards for Reading Grade 4: https://www.nj.gov/education/cccs/2016/ela/g04.pdf

Key Ideas and Details

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. New Jersey Student Learning Standards for English Language Arts Page 2 of 13
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.Assess the credibility and accuracy of digital content.

- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. ● Scholastic Reading Inventory (SRI) ● Daily Oral Vocabulary Activities ● Informational/Explanatory Process Piece (teacher constructed) ● Assessment Item Analysis ● UDL Menu ● Do Now / Exit Ticket ● Teacher / Student Questioning	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* ● Informational/Explanatory Essay ● Unit Test 1 Assessment 1 (Pre Progress Reporting Period 1) ● Unit Test 1 Assessment 2 ● Teacher Constructed Standards Based Quiz 1(Pre Progress Reporting Period 1) ● Teacher Constructed Standards Based Quiz 2

- Class / Small Group Discussion
- Graphic Organizers
- Peer / Self Assessment
- Visual Presentations
- Think Pair Share
- Teacher Observation / Anecdotal Records
- Computer Based Applications/Programs
- Practice Presentations
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- Alternative Assessment Teacher Constructed 1 (Pre Progress Reporting Period 1)
- Alternative Assessment Teacher Constructed 2

District/School Texts	District/School Supplementary Resources
Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts. - Skinnybones	*Districts or schools choose supplementary resources that are not considered "texts."* - Achieve 3000 - [Link to supplemental novels and texts utilized by staff](#) - Mystery of the Missing Lunch - How Ben Franklin Stole Lightning - Astronauts and the Onion - A Walk in the Desert - Snowflake Bentley

District/School Writing Tasks		
Primary Focus *This is connected to the types of writing as indicated in the standards: Informational or Literary.* - Opinion	**Secondary Focus** *This may be to develop a skill or connect to writing from resources or research writing.* - Research	**Routine Writing** *This is daily writing or writing that is done several times over a week.* - Text Dependent Writing (TDQ) - Quickwrites - Routine Writing

Unit Essential Questions
- How does interaction with text provoke thinking and response?

- How do readers' know what to believe in what they read, hear, and view?
- What strategies and resources do I use to figure out unknown vocabulary?
- What do good readers do?
- Am I clear about what I just read?
- How do I know?
- Why does it matter?
- What makes a story a great story?
- How doe sounds and letters create words?
- When a word doesn't make sense what can I do?
- What do good writers do?
- What is my purpose and how do I develop it?
- What makes a difference?
- What does a final product take?
- What do good researchers do?
- What is the problem?
- Why Write?
- What do good writers do?

Unit Enduring Understanding

- Readers analyze text for structure purpose and viewpoint in order to gain insight and improve understanding.
- All readers need to decode and analysis words to become a successful reader
- Readers become fluent when they process print with expression at an appropriate rate.
- Good readers can identify story structure narrative text.
- Good readers read the text to visualize story events.
- Good writers use the writing process to organize sequence, use details, and purposely focus their writing, in a way to communicate their ideas to the reader.
- A writer must select an appropriate style or structure to produce clear ideas for their audience that can be strengthening by revising and the use of technology.
- Writers communicate their ideas in different ways, depending on the audience, the task, and the amount of time given.
- Readers/Writers understanding will be improved by sharing and evaluating ideas with peers
- To share ideas effectively when speaking or writing, the reader/writer will use appropriate rules of language.
- Readers and writers understand that context and structure of language is needed to use appropriate vocabulary.

Key Vocabulary
Tier 2 vocabulary to be extracted from text during the course of instruction.   - analyze   - explicit   - inference   - textual evidence   - conclude   - author's purpose   - theme   - central idea   - convey details   - summarize   - distinct   - fact   - opinion   - judgment   - phrases   - figurative meaning   - connotative meaning   - analyze   - specific   - impact   - meaning   - tone   - word choice   - determine   - analyze   - scene   - stanza   - text structure   - theme   - setting   - plot   - author   - point of view   - develop   - narrator

- speaker in text
- literature
- drama
- poetry
- fluency
- comprehension

Unit Learning Targets (Students will do…)

Read-aloud:
- Paraphrase portions of a text read aloud.
- Tell a story or recount an experience.
- Review key ideas.
- Identify reasons and evidence.

Vocabulary:
- Acquire and use general academic words and phrases in speaking and writing.
- Learn and use words with prefixes re-, un-, -non, -dis, mis-, in-, im-, il-, and ir-
- Use context as a clue to the meaning of a word or phrase.
- Consult reference materials, both print and digital, to find pronunciation and determine or clarify meaning.

Comprehension:
- Describe a character, setting, or event, drawing on specific details in the text.
- Summarize the text.
- Compare and contrast the point of view from which stories are narrated, including the first and third person.
- Refer to details and examples to analyze a text independently.
- Use reasons and evidence in text to identify an author's purpose.
- Monitor understanding of text and clarify/ reread as necessary.
- Explain how an author uses reasons and evidence to support points in a text.
- Recognize and explain the meaning of idioms.
- Identify cause and effect relationships in informational text.
- Visualize people, places, and things to identify cause-and-effect relationships.
- Interpret information presented visually.
- Determine the meaning of domain-specific words and phrases.
- Determine the theme of a play by analyzing details.
- Analyze and evaluate text.
- Understand how to determine the theme of a play from its elements.
- Recognize major differences between the structural elements of a drama and prose.
- Determine the meanings of allusions to literature.
- Use details from the text to draw inferences about a character.

- Identify the point of view of an author telling a story.
- Recognize hyperbole in a text.
- Refer to details in a text when making inferences and predictions.

Fluency
- Read orally with accuracy appropriate rate, and expression.
- Use context to self-correct word recognition and understanding.
- Read aloud with intonation that reflects comprehension of the text.

Decoding
- Use knowledge of syllabication patterns to read accurately.
- Recognize sound/spelling changes in VCV words.
- Recognize and decode VCV and VCCV syllable patterns.
- Decode words with open and closed syllables.
- Learn and decode sound-letter relationships.
- Recognize spelling changes in homophones.
- Decode words that are homophones.

Word Study/Spelling
- Spell grade-appropriate words correctly.
- Spell words that have the short a sound and words that have the long a sound.
- Spell words that have the short e and long e sound.
- Spell words that have the short i sound and long i sound.
- Spell words with the short o and long o sounds.
- Spell homophones.

Grammar
- Identify and use complete sentences in writing and speaking.
- Use correct capitalization.
- Identify and use the four different kinds of sentences.
- Use commas and quotation marks to mark direct speech and quotations from text.
- Identify fragments and run-ons.

Writing
- Develop a narrative including an introduction of narrator and/or characters.
- Use plausible sequence of events and effective descriptions of characters, including dialogue, and a conclusion that follows naturally from the sequence of events to produce written narrative.
- Write to demonstrate clear and coherent writing in which the development and organization are suitable to task, purpose, and audience.
- With guidance and support from peers and adults, apply all phases of the writing process (planning, revising, and editing) to create a clear and coherent piece of writing.
- Complete short narrative writing tasks routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)for a variety of discipline-specific time frames, tasks, purposes, and audiences.

Instructional Best Practices and Exemplars
Instructional Best Practices and Exemplars **Instructional Best Practices** **(Please see information in attached link)**

Unit 1 Grade 4		
Unit 1 Reading Standards		**Unit 1 Reading Critical Knowledge and Skills**
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.	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.	· Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read · Make personal connections, make connections to other texts, and/or make global connections when relevant · Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text · Refer to the text when drawing conclusions as well as when answering directly stated questions
RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	· Identify the key details of a text that support the main idea · Analyze the actions and thoughts of characters or speakers in texts, looking for patterns · Determine the theme or main idea of the text · Summarize the key points of a text · Explain how the author supports main ideas in informational text with key details
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.	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*.	· Determine the meaning of words and phrases in a text · Identify words that allude to mythological characters (ie: Herculean)

		· Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) · Identify metaphors and similes
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.	RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	RL.4.6: · Identify the narrator's point of view · Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view
		RI.4.6: · Identify similarities and differences between firsthand and secondhand accounts · Explain how the point of view impacts the delivery of information in the text
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.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.		· Identify specific strategies for decoding words in texts · Apply the specific strategies for decoding and spelling multisyllabic words

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
     RF.4.4.A. Read grade-level text with purpose and understanding.
     RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
     RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		· Use various strategies to understand text and read with purpose
		 · Read grade-level poetry and prose aloud accurately
		 · Use an appropriate rate and expression when reading aloud
		 · Use various strategies to support word recognition and understanding
		 · Reread texts when appropriate to support increased accuracy, fluency, and comprehension

Unit 1 Writing Standards		**Unit 1 Writing Critical Knowledge and Skills**

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 	
    W.4.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
    W.4.1.B. Provide reasons that are supported by facts from texts and/or other sources.
    W.4.1.C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
    W.4.1.D. Provide a conclusion related to the opinion presented.
	· Distinguish fact from opinions
	· Organize text by using a specific organizational structure(i.e.: cause/effect chronological order, etc)
	· Group supporting details to support the writer's purpose
	· Introduce a topic or text clearly
	· State an opinion to be supported with evidence
	· Write a thesis statement to focus the writing
	· Logically order reasons that are supported by facts
	· Support the opinion with facts and details from texts or other sources
	· Use transitional words and phrases to connect opinions to reasons
	· Write a conclusion related to the opinion presented

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.)	· Produce writing that is clear and understandable to the reader · Unpack writing tasks (type of writing assignment) · Unpack writing purpose (the writer's designated reason for writing) · Focus the organization and development of a topic to reflect the task and purpose
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)	· Practice revising and editing skills · Change word choice and sentence structure in writing to strengthen the piece · Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing · Recognize spelling, grammar, and punctuation errors · Employ strategies for correcting errors with assistance (conferences, check sheets, peer 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.	· Use digital tools · Use technology for producing and publishing writing, and collaborating with others · Demonstrate proficiency in keyboarding skills · Type at least one page in a single setting
W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	· Research a topic through investigation of the topic · Explore a topic in greater detail by developing a research question that helps bring focus to the topic · Gather information to support a topic · Select relevant information from texts to support main ideas or claims · Group like ideas to organize writing
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.	· Produce numerous pieces of writing over various time frames · Develop skills in research · Reflect on and revise writing · Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 1 Speaking and Listening Standards	**Unit 1 Speaking and Listening Critical Knowledge and Skills**
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. · SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions	· Use previous knowledge to expand discussions about a topic · Engage in conversations about grade-appropriate topics and texts · Participate in a variety of rich, structured conversations · Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer · Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)

SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	· Speak for a variety of purposes · Distinguish between formal and informal discourse · Adapt speech to a variety of contexts and tasks
Unit 1 Language Standards	**Unit 1 Language Critical Knowledge and Skills**

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    L.4.1.A. Use relative pronouns (*who, whose, whom, which, that)* and relative adverbs (*where, when, why*).
    L.4.1.B. Form and use the progressive (e.g., *I was walking; I will be walking)* verb tenses.
	· Identify and define relative pronouns
	· Use appropriate relative pronouns and relative adverbs when writing or speaking
	· Identify progressive verb tenses in sentences
	· Select the appropriate verb tense to use when writing or speaking

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    L.4.2.A. Use correct capitalization.
    L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.
	· Identify rules for capitalization
	· Apply capitalization rules consistently
	· Spell grade-appropriate words correctly
	· Use references as needed to aid in spelling

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. L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases	· Decipher the meanings of words and phrases by using sentence context · Determine the meaning of commonly used prefixes and suffixes · Separate a base word from the prefix or suffix · Use the definition of known prefixes and suffixes to define new words · Identify the purpose and use of glossaries and dictionaries · Determine the structure of glossaries and dictionaries · Use both print and digital glossaries and dictionaries to define and clarify words

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).	· Use 4th grade vocabulary fluently when discussing academic or domain-specific topics · Choose the most accurate word when describing actions, emotions, or states of being · Choose the most accurate word when discussing a particular topic · Use knowledge of synonyms and antonyms to broaden vocabulary
8.1.4.B.1	The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.

Unit 2 Grade 4	
Content Area: Language Arts	
Unit Title/Core Novel: War With Grandpa	Grade Level: 4
Interdisciplinary Connections: Social Studies	Length of Time: APX 45 Days
Unit Summary: Students will read fiction and nonfiction texts in a variety of domains including drama and poetry. They will make inferences and predictions, summarize, and analyze and evaluate text. They will draw conclusions and make generalizations and visualize. They will also identify and use figurative language. Using the unit texts students will engage in collaborative discussion.	21st Century Themes/Career Readiness Practices: Global Awareness Civic Literacy CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

Core Instructional Materials:	
	Core Novel Achieve 3000 https://login.achieve3000.com/index NJ Student Learning Standards Grade 4: https://www.nj.gov/education/cccs/2016/ela/g04.pdf GSuite for Education Projector Internet resources Activity handouts from the teacher Presentations via technology including educational videos on Safari and youtube.com · Subject software Internet resources Presentations via technology, including documentaries and videos from Safari, youtube.com and teacher-created materials.

Standards/ ELA Concepts

Anchor Standards for Reading Grade 4: https://www.nj.gov/education/cccs/2016/ela/g04.pdf

Key Ideas and Details

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. New Jersey Student Learning Standards for English Language Arts Page 2 of 13
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.Assess the credibility and accuracy of digital content.

- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. ● Scholastic Reading Inventory (SRI) ● Daily Oral Vocabulary Activities ● Informational/Explanatory Process Piece (teacher constructed) ● Assessment Item Analysis ● UDL Menu ● Do Now / Exit Ticket ● Teacher / Student Questioning ● Class / Small Group Discussion ● Graphic Organizers ● Peer / Self Assessment ● Visual Presentations ● Think Pair Share ● Teacher Observation / Anecdotal Records ● Computer Based Applications/Programs ● Practice Presentations	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* ● Informational/Explanatory Essay ● Unit Test 1 Assessment 1 (Pre Progress Reporting Period 1) ● Unit Test 1 Assessment 2 ● Teacher Constructed Standards Based Quiz 1(Pre Progress Reporting Period 1) ● Teacher Constructed Standards Based Quiz 2 ● Alternative Assessment Teacher Constructed 1 (Pre Progress Reporting Period 1) ● Alternative Assessment Teacher Constructed 2

District/School Texts	District/School Supplementary Resources
Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts. ● War With Grandpa	*Districts or schools choose supplementary resources that are not considered "texts."* ● Achieve 3000 ● [Link to supplemental novels and texts utilized by staff](#) ● My Diary From Here to There ● Dear Mr. Winston ● George Washington Socks

District/School Writing Tasks		
Primary Focus *This is connected to the types of writing as indicated in the standards: Informational or Literary.* ● Research	**Secondary Focus** *This may be to develop a skill or connect to writing from resources or research writing.* ● Informational	**Routine Writing** *This is daily writing or writing that is done several times over a week.* ● Text Dependent Writing (TDQ) ● Quickwrites ● Routine Writing

Unit Essential Questions
● What do good readers do?   ● Am I clear about what I just read?   ● How do I know?   ● How do sounds and letters create words?   ● When a word doesn't make sense what can I do?   ● Why does fluency matter?   ● Author's choice why does it matter?   ● What makes a story a great story?   ● In what ways does creative choice impact the audience?   ● Whose story is it and why does it matter?

Unit Enduring Understanding

- Readers analyze text for structure purpose and viewpoint in order to gain insight and improve understanding.
- Readers identify topic, main ideas and supporting details.
- Readers ask questions brought up by text and use the text to find answers to their own questions.
- All readers need to decode and analysis words to become a successful reader
- Readers become fluent when they process print with expression at an appropriate rate.
- Good readers can identify story structure narrative text.
- Good readers read the text to visualize story events.
- Good writers use the writing process to organize sequence, use details, and purposely focus their writing, in a way to communicate their ideas to the reader.
- A writer must select an appropriate style or structure to produce clear ideas for their audience that can be strengthening by revising and the use of technology.
- Writers communicate their ideas in different ways, depending on the audience, the task, and the amount of time given.
- Readers/Writers understanding will be improved by sharing and evaluating ideas with peers
- To share ideas effectively when speaking or writing, the reader/writer will use appropriate rules of language.
- Readers and writers understand that context and structure of language is needed to use appropriate vocabulary.

Key Vocabulary

- ***Tier 2 vocabulary to be extracted from text during the course of instruction.***
- analyze
- explicit
- inference
- textual evidence
- conclude
- author's purpose
- theme
- central idea
- convey details
- summarize
- distinct
- fact
- opinion
- judgment

- phrases
- figurative meaning
- connotative meaning
- analyze
- specific
- impact
- meaning
- tone
- word choice
- determine
- analyze
- scene
- stanza
- text structure
- theme
- setting
- plot
- author
- point of view
- develop
- narrator
- speaker in text
- literature
- drama
- poetry
- fluency
- comprehension

Unit Learning Targets (Students will do…)

Read-aloud:
- Paraphrase portions of a text read aloud.
- Identify reasons and evidence.
- Tell a story.

Vocabulary:
- Acquire and use general academic words and phrases in speaking and writing.
- Acquire and use general academic domain-specific words and phrase.
- Recognize different shades of meaning among words.

- Learn and use words with suffixes -y, -ous
- Recognize and explain the meaning of idioms.
- Demonstrate an understanding of figurative language in context.
- Demonstrate an understanding of words by relating them to their opposites and to words with similar meanings.
- Use a thesaurus to identify similes and find the precise meaning of words.

Comprehension:
- Describe a character, setting, or plot of a story.
- Make inferences and predictions.
- Describe structural elements of a drama.
- Identity contexts that call for formal and informal language.
- Refer to details and explains to analyze text independently.
- Distinguish facts and opinions in text.
- Explain how an author uses reasons and evidence to support opinions.
- Summarize important ideas.
- Use text details to visualize story characters and how they change.
- Determine the theme of a story.
- Identify the point of view of a story.
- Identify an author's purpose in writing a text.
- Refer to details and examples when drawing conclusions and making generalizations.
- Ask questions to help make inferences.
- Describe the overall structure of biography.
- Explain the meaning of similes and metaphors in context.
- Identify topic, main ideas and supporting details in informational text.

Fluency
- Read orally with accuracy appropriate rate, and expression.

Decoding
- Recognize common consonant patterns and digraphs.
- Apply phonics and word analysis skills to decode words with digraphs.
- Recognize common consonant clusters.
- Use knowledge of letter-sound correspondences to read accurately unfamiliar multisyllabic words.
- Recognize stressed and unstressed syllables in multisyllabic words.
- Recognize common beginning syllables to decode longer words.

  Word Study/Spelling
- Spell grade-appropriate words correctly.
- Spell words that have the/u/, /yoo/, and /oo/ sounds.
- Spell words with /ou/ and /o/ vowel sounds.
- Spell words that have the vowel + /r/ sounds

  Grammar

- Use verbs correctly in speaking and writing.
- Uses tenses correctly in writing and speaking.
- Identify and form complex and compound sentences.
- Identify and use subject pronouns and object pronouns.

Writing
- Develop an opinion essay using evidence as support.
- State reasons that support the thesis statement (reference text when appropriate).
- Write to demonstrate clear and coherent writing in which the development and organization are suitable to task, purpose, and audience.
- With guidance and support from peers and adults, apply all phases of the writing process (planning, revising, and editing) to create a clear and coherent piece of writing.
- Complete short writing tasks routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)for a variety of discipline-specific time frames, tasks, purposes, and audiences.

Instructional Best Practices and Exemplars
Instructional Best Practices and Exemplars **Instructional Best Practices** **(Please see information in attached link)**

Unit 2 Grade 4		
Unit 2 Reading Standards		**Unit 2 Reading Critical Knowledge and Skills**
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.	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.	· Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read · Make personal connections, make connections to other texts, and/or make global connections when relevant · Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text · Refer to the text when drawing conclusions as well as when answering directly stated questions

RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	· Identify the key details of a text that support the main idea · Analyze the actions and thoughts of characters or speakers in texts, looking for patterns · Determine the theme or main idea of the text · Summarize the key points of a text · Explain how the author supports main ideas in informational text with key details
	RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	· Read text closely to identify key details · Explain how or why historical events, scientific ideas or "how to" procedures happened · Use the text to support their answers
	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*.	· Determine the meaning of words and phrases in a text · Identify words that allude to significant characters (i.e.: Herculean) · Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) · Identify metaphors and similes
	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.	· Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)
	RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	· Identify similarities and differences between firsthand and secondhand accounts · Explain how the point of view impacts the delivery of information in the text

	RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	· Analyze information presented in various formats to identify the key details · Understand what is heard, viewed, or presented through various media formats to help make meaning of the text · Explain how the information presented in various formats aids to the overall meaning
	RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.	· Identify reasons and evidence an author uses to support a claim · Describe how an author uses proof to support a point in the 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.	· Read two texts closely on the same subject to identify key details · Synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.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.		· Identify specific strategies for decoding words in texts · Apply the specific strategies for decoding and spelling multisyllabic words

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
    RF.4.4.A. Read grade-level text with purpose and understanding.
    RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
    RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		· Use various strategies to understand text and read with purpose
		· Accurately read grade-level poetry and prose aloud
		· Use an appropriate rate and expression when reading aloud
		· Use various strategies to support word recognition and understanding
		· Reread texts when appropriate to support increased accuracy, fluency, and comprehension

Unit 2 Writing Standards	Unit 2 Writing Critical Knowledge and Skills
W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.4.2.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.4.2.B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. W.4.2.C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). W.4.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.4.2.E. Provide a conclusion related to the information or explanation presented.	· Introduce a topic clearly · Compose a clear thesis statement · Group related information in paragraphs and sections · Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate · Purposefully select information to develop the topic · Link ideas within paragraphs and sections of information using words and phrases · Use transitional words and phrases · Select specific language and vocabulary to convey ideas and information · Provide a conclusion related to the information or explanation
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.)	· Produce writing that is clear and understandable to the reader · Unpack writing tasks (type of writing assignment) · Unpack writing purpose (the writer's designated reason for writing) · Focus the organization and development of a topic to reflect the task and purpose
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)	· Practice revising and editing skills · Change word choice and sentence structure in writing to strengthen the piece · Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing · Recognize spelling, grammar, and punctuation errors · Employ strategies for correcting errors with assistance (conferences, check sheets, peer 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.	· Use digital tools · Use technology for producing and publishing writing, and collaborating with others · Demonstrate proficiency in keyboarding skills · Type at least one page in a single setting
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.	· Research information from print and digital sources · Integrate information from personal experience · Take notes and organize their information into categories · List the sources used
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.	· Produce numerous pieces of writing over various time frames · Develop skills in research · Reflect on and revise writing · Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 2 Speaking and Listening Standards	**Unit 2 Speaking and Listening Critical Knowledge and Skills**

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.
    SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion
    SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.
    SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others
    SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions
	· Use previous knowledge to expand discussions about a topic
	· Engage in conversations about grade-appropriate topics and texts
	· Participate in a variety of rich, structured conversations
	· Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer
	· Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally).	· Identify the key points and supporting details of a text presented orally

	· Restate the key information from a written text read aloud or information presented in multiple formats
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.	· Report on a topic or text, telling a story, or recounting an event in an organized, logical manner · Present information orally and in coherent, spoken sentences · Use an appropriate pace when presenting · Present and logically support personal opinions
SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	· Speak for a variety of purposes · Distinguish between formal and informal discourse · Adapt speech to a variety of contexts and tasks
Unit 2 Language Standards	**Unit 2 Language Critical Knowledge and Skills**

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    L.4.1.C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
    L.4.1.D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
	· Identify and define modal auxiliaries
	· Use the appropriate modal auxiliary to convey various conditions
	· Identify adjectives in sentences to determine their purpose
	· Place adjectives in conventional order when writing or speaking

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    L.4.2.B. Use commas and quotation marks to mark direct speech and quotations from a text.
    L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.
	· Identify the format for marking direct speech and quotations
	· Apply the rules for marking direct speech and quotations when writing
	· Spell grade-appropriate words correctly
	· Use references as needed to aid in spelling

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    L.4.3.A. Choose words and phrases to convey ideas precisely
    L.4.3.B. Choose punctuation for effect
	· Select the most precise word to convey ideas
	· Select punctuation to create effect in writing
	· Use formal English and informal English in the appropriate settings

L.4.3.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.4.4. 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. L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases	· Decipher the meanings of words and phrases by using sentence context · Identify the purpose and use of glossaries and dictionaries · Determine the structure of glossaries and dictionaries · Use both print and digital glossaries and dictionaries to define and clarify words
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).	· Use 4th grade vocabulary fluently when discussing academic or domain-specific topics · Choose the most accurate word when describing actions, emotions, or states of being · Choose the most accurate word when discussing a particular topic · Use knowledge of synonyms and antonyms to broaden vocabulary
8.1.4.B.1	The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.

Unit 3 Grade 4
Content Area: Language Arts

Unit Title/Core Novel: Shiloh	Grade Level: 4
Interdisciplinary Connections: Social Studies	Length of Time: APX 45 Days
Unit Summary:	21st Century Themes/Career Readiness Practices: Global Awareness Civic Literacy

Students will read fiction and nonfiction texts in a variety of domains. They will make inferences and predictions, visualize, summarize, and question. They will also identify and use text features and identify text structure. Students will also identify the main idea and supporting details of text, and distinguish between fact and opinion.	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Core Instructional Materials:	Core Novel Achieve 3000 https://login.achieve3000.com/index NJ Student Learning Standards Grade 4: https://www.nj.gov/education/cccs/2016/ela/g04.pdf GSuite for Education Projector Internet resources Activity handouts from the teacher Presentations via technology including educational videos on Safari and youtube.com · Subject software Internet resources Presentations via technology, including documentaries and videos from Safari, youtube.com and teacher-created materials.

Standards/ ELA Concepts

Anchor Standards for Reading Grade 4: https://www.nj.gov/education/cccs/2016/ela/g04.pdf

Key Ideas and Details

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. New Jersey Student Learning Standards for English Language Arts Page 2 of 13
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.Assess the credibility and accuracy of digital content.

- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. - Scholastic Reading Inventory (SRI) - Daily Oral Vocabulary Activities - Informational/Explanatory Process Piece (teacher constructed)	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* - Informational/Explanatory Essay - Unit Test 1 Assessment 1 (Pre Progress Reporting Period 1) - Unit Test 1 Assessment 2

• Assessment Item Analysis • UDL Menu • Do Now / Exit Ticket • Teacher / Student Questioning • Class / Small Group Discussion • Graphic Organizers • Peer / Self Assessment • Visual Presentations • Think Pair Share • Teacher Observation / Anecdotal Records • Computer Based Applications/Programs • Practice Presentations •	• Teacher Constructed Standards Based Quiz 1(Pre Progress Reporting Period 1) • Teacher Constructed Standards Based Quiz 2 • Alternative Assessment Teacher Constructed 1 (Pre Progress Reporting Period 1) • Alternative Assessment Teacher Constructed 2

District/School Texts	District/School Supplementary Resources
Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts. • Shiloh	*Districts or schools choose supplementary resources that are not considered "texts."* • Achieve 3000 • [Link to supplemental novels and texts utilized by staff](#) • Mighty Jackie • The Raft

District/School Writing Tasks		
Primary Focus *This is connected to the types of writing as indicated in the standards: Informational or Literary.* • Narrative	**Secondary Focus** *This may be to develop a skill or connect to writing from resources or research writing.* • Literary Analysis	**Routine Writing** *This is daily writing or writing that is done several times over a week.* • Text Dependent Writing (TDQ) • Quickwrites • Routine Writing

Unit Essential Questions

- What do good readers do?
- Am I clear about what I just read?
- How do I know?
- How do sounds and letters create words?
- When a word doesn't make sense what can I do?
- Why does fluency matter?
- Author's choice why does it matter?
- What makes a story a great story?
- In what ways does creative choice impact the audience?
- Whose story is it and why does it matter?

Unit Enduring Understanding

- Readers analyze text for structure purpose and viewpoint in order to gain insight and improve understanding.
- All readers need to decode and analyze words to become a successful reader.
- Readers become fluent when they process print with expression at an appropriate rate.
- Good readers can identify story/text structure.
- Good readers read the text to visualize story events.
- Good readers monitor and clarify comprehension by rereading or using context.
- Readers use and identify text and graphic features in an informational text.
- Readers make inferences using facts and details.
- Readers summarize the main ideas and details in an informational text.
- Good writers use the writing process to organize sequence, use details, and purposely focus their writing, in a way to communicate their ideas to the reader.
- A writer must select an appropriate style or structure to produce clear ideas for their audience that can be strengthening by revising and the use of technology.
- Writers communicate their ideas in different ways, depending on the audience, the task, and the amount of time given.
- Readers/Writers understanding will be improved by sharing and evaluating ideas with peers.
- To share ideas effectively when speaking or writing, the reader/writer will use appropriate rules of language.
- Readers and writers understand that context and structure of language is needed to use appropriate vocabulary.

Key Vocabulary

- ***Tier 2 vocabulary to be extracted from text during the course of instruction.***
- analyze

- explicit
- inference
- textual evidence
- conclude
- author's purpose
- theme
- central idea
- convey details
- summarize
- distinct
- fact
- opinion
- judgment
- phrases
- figurative meaning
- connotative meaning
- analyze
- specific
- impact
- meaning
- tone
- word choice
- determine
- analyze
- scene
- stanza
- text structure
- theme
- setting
- plot
- author
- point of view
- develop
- narrator
- speaker in text
- literature
- drama
- poetry

- fluency
- comprehension

Unit Learning Targets (Students will do…)

Read-aloud:
- Paraphrase portions of a text read aloud.
- Review key ideas.
- Pose and respond to questions about the selection.

Vocabulary:
- Acquire and use general academic words and phrases in speaking and writing.
- Use Greek and Latin roots and affixes to determine word meaning.
- Understand words with suffixes –ful, -less, -ness, -ment, -able, ible.
- Identify and use synonyms and use the relationship between synonyms to better understand words.
- Determine the meaning of multiple meaning words.
- Consult print or digital reference material to clarify precise word meaning.

Comprehension:
- Identify text and graphic features and their function in an informational text.
- Make inferences using facts and details in informational text.
- Recognize how scientific ideas are explained in informational text.
- Identify text structure such as cause and effect in informational text.
- Use details to determine the sequence of events in a text.
- Visualize characters, settings, and events based on details.
- Recognize conclusions and generalizations in literature.
- Understand the effect of an author's word choice in literature.
- Identify and summarize main ideas and details in information text.
- Recognize domain-specific vocabulary in text.
- Identify similes and metaphors.
- Ask questions to identify facts and details in text.
- Identify author's purpose in informational text.
- Recognize reasons and evidence in an author's argument.
- Refer to details and examples to analyze a text independently.
- Monitor and clarify comprehension by rereading or using context.

Fluency
- Read orally with accuracy appropriate rate, and expression.
- Use context to self-correct word recognition and understanding.

Decoding
- Recognize and decode compound words.

- Decode words with sound/spelling changes.
- Use knowledge of syllabication patterns to read accurately.
- Use suffixes to decode words.

Word Study/Spelling
- Spell grade-appropriate words correctly.
- Spell words that are compound words.
- Spell words that have –ed, or –ing added to base words.
- Spell words that have the final /ē/ sound
- Spell words in which the final y changes to i

Grammar
- Correctly use frequently confused words.
- Form and use possessive nouns in writing and speaking.
- Use modal auxiliaries to convey various conditions.
- Identify and use present and past participles and participial phrases.
- Identify and use irregular verbs and helping verbs.

Writing

- 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.
- Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic when writing.
- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Provide a concluding statement or section related to the information or explanation presented when writing a piece.
- 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.

- Write to demonstrate clear and coherent writing in which the development and organization are suitable to task, purpose, and audience.
- With guidance and support from peers and adults, apply all phases of the writing process   (planning, revising, and editing) to create a clear and coherent piece of writing.
- Complete short writing tasks routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)for a variety of discipline-specific time frames, tasks, purposes, and audiences.

Instructional Best Practices and Exemplars
Instructional Best Practices and Exemplars **Instructional Best Practices** **(Please see information in attached link)**

Unit 3 Grade 4		
Unit 3 Reading Standards		**Unit 3 Reading Critical Knowledge and Skills**
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.	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.	· Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read · Make personal connections, make connections to other texts, and/or make global connections when relevant · Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text · Refer to the text when drawing conclusions as well as when answering directly stated questions
RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	· Identify the key details of a text that support the main idea · Analyze the actions and thoughts of characters or speakers in texts, looking for patterns · Determine the theme or main idea of the text · Summarize the key points of a text · Explain how the author supports main ideas in informational text with key details
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).		· Read text closely, looking for key details regarding character, setting, or plot · Analyze story elements for literal and inferential meaning · Refer to the text to describe various story elements
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.		· Determine the meaning of words and phrases in a text · Identify words that allude to significant characters (i.e.: Herculean)

		· Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) · Identify metaphors and similes
RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.		· Explain the differences between poems, drama, and prose · Explain how structural elements are used to create an oral or written response to 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.		· Identify the narrator's point of view · Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view
RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text		· Link the reading of the text to listening or viewing the same story · Compare what was read to what was visualized and heard · Cite textual evidence to support comparisons
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.		· Identify similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature · Analyze how the theme is presented in the text · Analyze the influence of culture on similar themes

RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.	· Identify specific strategies for decoding words in texts
RF.4.3.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.	· Apply the specific strategies for decoding and spelling multisyllabic words
RF.4.4. Read with sufficient accuracy and fluency to support comprehension. RF.4.4.A. Read grade-level text with purpose and understanding. RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	· Use various strategies to understand text and read with purpose · Accurately read grade-level poetry and prose aloud · Use an appropriate rate and expression when reading aloud · Use various strategies to support word recognition and understanding · Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Unit 3 Writing Standards	**Unit 3 Writing Critical Knowledge and Skills**
W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. W.3.3.C. Use temporal words and phrases to signal event order. W.3.3.D. Provide a sense of closure.	· Compose a story hook to engage the reader · Establish the story's background or situation · Introduce a narrator and/or characters · Purposefully arrange events to make the story flow · Use dialogue and description to develop experiences and events · Show the responses of characters to situations, when appropriate · Use a variety of transitional words and phrases to manage the sequence of events · Use concrete words and phrases to relay story details · Use sensory details to convey experiences and events precisely · 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.)	· Produce writing that is clear and understandable to the reader · Unpack writing tasks (type of writing assignment) · Unpack writing purpose (the writer's designated reason for writing) · Focus the organization and development of a topic to reflect the task and purpose

W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)	· Practice revising and editing skills · Change word choice and sentence structure in writing to strengthen the piece · Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing · Recognize spelling, grammar, and punctuation errors · Employ strategies for correcting errors with assistance (conferences, check sheets, peer 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.	· Use digital tools · Use technology for producing and publishing writing, and collaborating with others · Demonstrate proficiency in keyboarding skills · Type at least one page in a single setting
W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	· Use strategies for reading literary and informational text to investigate topics · Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events · Explain how an author uses proof to support a point in informational text · Prove each point with evidence from the text · Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
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.	· Produce numerous pieces of writing over various time frames · Develop skills in research · Reflect on and revise writing · Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 3 Speaking and Listening Standards	**Unit 3 Speaking and Listening Critical Knowledge and Skills**

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. SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions	· Use previous knowledge to expand discussions about a topic · Engage in conversations about grade-appropriate topics and texts · Participate in a variety of rich, structured conversations · Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer · Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally).	· Identify the key points and supporting details of a text presented orally · Restate the key information from a written text read aloud or information presented in multiple formats
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.	· Report on a topic or text, telling a story, or recounting an event in an organized, logical manner · Present information orally and in coherent, spoken sentences · Use an appropriate pace when presenting · Present and logically support personal opinions
SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	· Speak for a variety of purposes · Distinguish between formal and informal discourse · Adapt speech to a variety of contexts and tasks
Unit 3 Language Standards	**Unit 3 Language Critical Knowledge and Skills**

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 	
    L.4.1.E. Form and use prepositional phrases.
    L.4.1.F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
	· Recognize the purpose and function of prepositional phrases
	· Identify prepositions and prepositional phrases when reading
	· Use prepositional phrases in writing
	· Identify the components of complete sentences
	· Consistently write in complete sentences
	· Distinguish complete sentences, fragments, and run-on sentences
	· Revise fragments and run-ons to form complete sentences

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 	
    L.4.2.C. Use a comma before a coordinating conjunction in a compound sentence.
    L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.
	· Identify coordinating conjunctions in sentences
	· Use a comma before a coordinating conjunction in a compound sentence
	· Spell grade-appropriate words correctly
	· Use references as needed to aid in spelling

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. L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases	· Decipher the meanings of words and phrases by using sentence context · Identify the purpose and use of glossaries and dictionaries · Determine the structure of glossaries and dictionaries · Use both print and digital glossaries and dictionaries to define and clarify words
L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.4.5.A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. L.4.5.B. Recognize and explain the meaning of common idioms, adages, and proverbs. L.4.5.C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	· Identify similes and metaphors in text · Explain the meaning of simple similes and metaphors · Identify idioms, adages, and proverbs in text · Explain the meaning of common idioms, adages, and proverbs · Determine synonyms and antonyms of words to show meaning

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).	· Use 4th grade vocabulary fluently when discussing academic or domain-specific topics · Choose the most accurate word when describing actions, emotions, or states of being · Choose the most accurate word when discussing a particular topic · Use knowledge of synonyms and antonyms to broaden vocabulary
8.1.4.B.1	The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.

Unit 4 Grade 4	
Content Area: Language Arts	
Unit Title/Core Novel: Because of Winn Dixie	Grade Level: 4
Interdisciplinary Connections: Social Studies	Length of Time: APX 45 Days
Unit Summary: Students will read myths from a variety of cultures. They will identify the structure of the common story elements. They will make inferences, use context clues, and consider author's word choice. They will also determine the meaning of words and phrases alluded to. Students will also write following the structure and story elements discussed through mentor text.	21st Century Themes/Career Readiness Practices: Global Awareness Civic Literacy CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.
Core Instructional Materials:	Core Novel

	Achieve 3000 https://login.achieve3000.com/index NJ Student Learning Standards Grade 4: https://www.nj.gov/education/cccs/2016/ela/g04.pdf GSuite for Education Projector Internet resources Activity handouts from the teacher Presentations via technology including educational videos on Safari and youtube.com · Subject software Internet resources Presentations via technology, including documentaries and videos from Safari, youtube.com and teacher-created materials.

<div align="center">Standards/ ELA Concepts</div>

Anchor Standards for Reading Grade 4: https://www.nj.gov/education/cccs/2016/ela/g04.pdf

Key Ideas and Details

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance

and sufficiency of the evidence.
- NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. New Jersey Student Learning Standards for English Language Arts Page 2 of 13
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Technology Standards:

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.Assess the credibility and accuracy of digital content.

- 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. ● Scholastic Reading Inventory (SRI) ● Daily Oral Vocabulary Activities ● Informational/Explanatory Process Piece (teacher constructed) ● Assessment Item Analysis ● UDL Menu ● Do Now / Exit Ticket ● Teacher / Student Questioning ● Class / Small Group Discussion ● Graphic Organizers ● Peer / Self Assessment ● Visual Presentations ● Think Pair Share ● Teacher Observation / Anecdotal Records ● Computer Based Applications/Programs ● Practice Presentations ●	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* ● Informational/Explanatory Essay ● Unit Test 1 Assessment 1 (Pre Progress Reporting Period 1) ● Unit Test 1 Assessment 2 ● Teacher Constructed Standards Based Quiz 1(Pre Progress Reporting Period 1) ● Teacher Constructed Standards Based Quiz 2 ● Alternative Assessment Teacher Constructed 1 (Pre Progress Reporting Period 1) ● Alternative Assessment Teacher Constructed 2
District/School Texts	District/School Supplementary Resources

Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.	*Districts or schools choose supplementary resources that are not considered "texts."*
● Because of Winn Dixie	● Achieve 3000 ● [Link to supplemental novels and texts utilized by staff](#) ● Mystic Horse ● Adelina's Whales ● Blind Hunter

District/School Writing Tasks

Primary Focus *This is connected to the types of writing as indicated in the standards: Informational or Literary.* ● Research	**Secondary Focus** *This may be to develop a skill or connect to writing from resources or research writing.* ● Informational/Explanatory	**Routine Writing** *This is daily writing or writing that is done several times over a week.* ● Text Dependent Writing (TDQ) ● Quickwrites ● Routine Writing

Unit Essential Questions

- What do good readers do?
- Am I clear about what I just read?
- How do I know?
- How do sounds and letters create words?
- When a word doesn't make sense what can I do?
- Why does fluency matter?
- Author's choice why does it matter?
- What makes a story a great story?
- In what ways does creative choice impact the audience?
- Whose story is it and why does it matter?
- What makes collaboration meaningful?
- What will help to make meaning from a variety of sources?
- What makes a presentation great?

- What I say versus how I say it?
- Why do rules of language matter?
- What does it take to communicate clearly?
- How can I use what I don't know to figure out what I do know?

Unit Enduring Understanding

- Readers analyze text for structure purpose and viewpoint in order to gain insight and improve understanding.
- All readers need to decode and analysis words to become a successful reader
- Readers become fluent when they process print with expression at an appropriate rate.
- Good readers can identify the structure of myths.
- Good readers read the text to visualize story events.
- Good writers use the writing process to organize sequence, use details, and purposely focus their writing, in a way to communicate their ideas to the reader.
- A writer must select an appropriate style or structure to produce clear ideas for their audience that can be strengthening by revising and the use of technology.
- Writers communicate their ideas in different ways, depending on the audience, the task, and the amount of time given.
- Readers/Writers understanding will be improved by sharing and evaluating ideas with peers
- To share ideas effectively when speaking or writing, the reader/writer will use appropriate rules of language.

Key Vocabulary

- ***Tier 2 vocabulary to be extracted from text during the course of instruction.***
- analyze
- explicit
- inference
- textual evidence
- conclude
- author's purpose
- theme
- central idea
- convey details
- summarize
- distinct
- fact
- opinion

- judgment
- phrases
- figurative meaning
- connotative meaning
- analyze
- specific
- impact
- meaning
- tone
- word choice
- determine
- analyze
- scene
- stanza
- text structure
- theme
- setting
- plot
- author
- point of view
- develop
- narrator
- speaker in text
- literature
- drama
- poetry
- fluency
- comprehension

Unit Learning Targets (Students will do…)

Read-aloud:
- Paraphrase portions of a text read aloud.

Vocabulary:
- Acquire and use general academic words and phrases.

Comprehension:
- Identify and describe a myth and make inferences.
- Read and understand a myth; use context clues to help understand unfamiliar language.

- Recognize the structure and story elements of a myth.
- Determine the meaning of words and phrases alluded to in myths.
- Listen to a written version of a myth and watch a visual presentation of the same myth and identify where each version reflects certain descriptions.
  Word Study/Spelling
- Spell grade-appropriate words correctly.
- Correctly use frequently confused words.
- Use correct capitalization.

  Grammar
- Order adjectives in a sentence.
- Write complete sentences, recognizing and correcting inappropriate fragments.
- Use commas and quotation marks to mark direct speech and quotations.
- Use a comma in a compound sentences

Writing
- Generate ideas for writing everything they know or believe they know about a topic onto paper prior to writing.
- Develop ideas in order to select a topic to write about.
- Use descriptive language to develop their characters and events in writing.
- Use transitional words and phrases to manage the sequence of events in writing.
- Write a myth.

Instructional Best Practices and Exemplars
Instructional Best Practices and Exemplars **Instructional Best Practices** **(Please see information in attached link)**

Unit 4 Grade 4	
Unit 4 Reading Standards	**Unit 4 Reading Critical Knowledge and Skills**

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.	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.	· Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read · Make personal connections, make connections to other texts, and/or make global connections when relevant · Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text · Refer to the text when drawing conclusions as well as when answering directly stated questions
RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	· Identify the key details of a text that support the main idea · Analyze the actions and thoughts of characters or speakers in texts, looking for patterns · Determine the theme or main idea of the text · Summarize the key points of a text · Explain how the author supports main ideas in informational text with key details
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.	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*.	· Determine the meaning of words and phrases in a text · Identify words that allude to significant characters (i.e.: Herculean) · Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) · Identify metaphors and similes
RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	RI.4.5. 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.	RL.4.5: · Explain the differences between poems, drama, and prose · Explain how structural elements are used to create an oral or written response to a text RI.4.5: · Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)

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.	RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	RL.4.6: · Identify the narrator's point of view · Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view
		RI.4.6: · Identify similarities and differences between firsthand and secondhand accounts · Explain how the point of view impacts the delivery of information in 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 (See Appendix A) or above, with scaffolding as needed.	*RI.4.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.	· Read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year · Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts · Read texts with scaffolding as needed
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.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.		· Identify specific strategies for decoding words in texts · Apply the specific strategies for decoding and spelling multisyllabic words

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
    RF.4.4.A. Read grade-level text with purpose and understanding.
    RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
    RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		· Use various strategies to understand text and read with purpose
		· Accurately read grade-level poetry and prose aloud
		· Use an appropriate rate and expression when reading aloud
		· Use various strategies to support word recognition and understanding
		· Reread texts when appropriate to support increased accuracy, fluency, and comprehension

Unit 4 Writing Standards		**Unit 4 Writing Critical Knowledge and Skills**

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 	
    W.4.2.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.4.2.B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
    W.4.2.C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
    W.4.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
    W.4.2.E. Provide a conclusion related to the information or explanation presented.
	· Introduce a topic clearly
	· Compose a clear thesis statement
	· Group related information in paragraphs and sections
	· Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate
	· Purposefully select information to develop the topic
	· Link ideas within paragraphs and sections of information using words and phrases
	· Use transitional words and phrases
	· Select specific language and vocabulary to convey ideas and information
	· Provide a conclusion related to the information or explanation presented

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.)	· Produce writing that is clear and understandable to the reader · Unpack writing tasks (type of writing assignment) · Unpack writing purpose (the writer's designated reason for writing) · Focus the organization and development of a topic to reflect the task and purpose
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)	· Practice revising and editing skills · Change word choice and sentence structure in writing to strengthen the piece · Use a variety of graphic organizers (story frames, story mountains, story maps)to assist with developing a plan for writing · Recognize spelling, grammar, and punctuation errors · Employ strategies for correcting errors with assistance (conferences, check sheets, peer 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.	· Use digital tools · Use technology for producing and publishing writing, and collaborating with others · Demonstrate proficiency in keyboarding skills · Type at least one page in a single setting

W.4.7 (Choice). Conduct short research projects that build knowledge through investigation of different aspects of a topic.	· Research a topic through investigation of the topic · Explore a topic in greater detail by developing a research question that helps bring focus to the topic · Gather information to support a topic · Select relevant information from texts to support main ideas or claims · Group like ideas to organize writing
W.4.8 (Choice). 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.	· Research information from print and digital sources · Integrate information from personal experience · Take notes and organize their information into categories · List the sources used
W.4.9 (Choice). Draw evidence from literary or informational texts to support analysis, reflection, and research.	· Use strategies for reading literary and informational text to investigate topics · Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events · Explain how an author uses proof to support a point in informational text · Prove each point with evidence from the text · Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
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.	· Produce numerous pieces of writing over various time frames · Develop skills in research · Reflect on and revise writing · Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 4 Speaking and Listening Standards	**Unit 4 Speaking and Listening Critical Knowledge and Skills**

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.
 	
    SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion
    SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.
    SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others
    SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions
	· Use previous knowledge to expand discussions about a topic
	· Engage in conversations about grade-appropriate topics and texts
	· Participate in a variety of rich, structured conversations
	· Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer
	· Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)

SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	· Integrate audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes
SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	· Speak for a variety of purposes · Distinguish between formal and informal discourse · Adapt speech to a variety of contexts and tasks
<mark>**Unit 4 Language Standards**</mark>	<mark>**Unit 4 Language Critical Knowledge and Skills**</mark>
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.1.G. Correctly use frequently confused words (e.g., to, too, two; there, their).*	· Identify words that are frequently confused when reading · Use frequently confused words correctly in writing
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.	· Spell grade-appropriate words correctly · Use references as needed to aid in spelling

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. L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L.4.4.B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*) L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.	· Decipher the meanings of words and phrases by using sentence context · Determine the meaning of commonly used prefixes and suffixes · Separate a base word from the prefix or suffix · Use the definition of known prefixes and suffixes to define new words · Identify root words in unknown words · Use known root words to aid in defining unknown words · Identify the purpose and use of glossaries and dictionaries · Determine the structure of glossaries and dictionaries · Use both print and digital glossaries and dictionaries to define and clarify words
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).	· Use 4th grade vocabulary fluently when discussing academic or domain-specific topics · Choose the most accurate word when describing actions, emotions, or states of being · Choose the most accurate word when discussing a particular topic · Use knowledge of synonyms and antonyms to broaden vocabulary
8.1.4.B.1	The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.

Modifications for SpEd/ESL/Students at Risk/Gifted

● Complete fewer or different homework problems than peers
● Write shorter papers
● Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or I&RS Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations:
● Listen to audio recordings instead of reading text
● Learn content from audio books, movies, videos and digital media instead of reading print versions

- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet. Setting accommodations:
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations:
- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling accommodations:
- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization skills accommodations:
- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordinating assignments in a book or planner
- Receive study skills instruction

Assignment modifications:
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum modifications:
- Learn different material
- Get graded or assessed using a different standard than the one for classmates