

English Language Arts

Grade 4

BOARD APPROVAL DATE: August 2020

**BOARD ADOPTION OF STATE STANDARDS: September 2012; Revised
2016**

Unit Overview (Standards Coverage)

Unit	Standards	Unit Focus	Skills Overview	Suggested Pacing
Unit 1	RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.6, RL.4.9 RI.4.1, RI.4.2, RI.4.4, RI.4.6, RI.4.8, RI.4.9 RF.4.3, RF.4.4 W.4.2, W.4.3, W.4.4, W.4.5, W.4.6, W.4.7, W.4.9, W.4.10 L.4.1, L.4.2, L.4.4 SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6	Traditional Literature, Realistic Fiction, Poetry, Drama, and Nonfiction	<ul style="list-style-type: none"> ● Find and cite text evidence ● Inferencing ● Figurative Language ● Context Clues ● Theme ● Character Traits ● Text Structures ● Point of View/ <i>Perspective</i> ● Compare and Contrast 	60 days
Unit 2	RL.4.1, RL.4.2, RL.4.3, RL.4.5, RL.4.6, RL.4.7, RL.4.10 RI.4.1, RI.4.2, RI.4.3, RI.4.5, RI.4.6, RI.4.7, RI.4.9, RI.4.10 RF.4.3, RF.4.4 W.4.1, W.4.2, W.4.4, W.4.5, W.4.6, W.4.7, W.4.8, W.4.9, W.4.10 L.4.1, L.4.2, L.4.3, L.4.4 SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6	Historical Fiction and Poetry, Drama, Expository Nonfiction	<ul style="list-style-type: none"> ● Analyze characters, events, and settings ● Point of View/ <i>Perspective</i> ● Main Idea ● Settings and Events ● Comparing Text ● Integration of Media ● Text Features 	60 days
Unit 3	RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.7, RL.4.9, RL.4.10	Book Clubs Poetry, Drama, and Nonfiction	<ul style="list-style-type: none"> ● Analyze characters, events, and settings ● Comparing Text ● Genre Choice 	60 days

RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10 RF.4.3, RF.4.4 W.4.4, W.4.5, W.4.6, W.4.9, W.4.10 L.4.2, L.4.6 SL.4.1, SL.4.2, SL.4.3, SL.4.4, SL.4.5, SL.4.6			
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This document outlines in detail the answers to the following four questions:

- 1. What do we want our students to know?**
- 2. How do we know if they learned it?**
- 3. What do we do if they did not learn it?**
- 4. What do we do when they did learn it?**

Unit 1 ELA- Grade 4

Content & Practice Standards (write in full)	Interdisciplinary Standards	Critical Knowledge & Skills
<p><u>Progress Indicators for Reading Literature</u> RL.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. RL.4.9 Compare, contrast, and reflect on stories in the same genre on their approaches to similar themes and topics.</p> <p><u>Progress Indicators for Reading Informational Text</u> RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI. 4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to grade 4 topics or subject areas. 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</p>	<ul style="list-style-type: none"> ● Infused within the unit are connections to the NJLS for Social Studies ● 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. ● A. Civics, Government, and Human Rights ● D. History, Culture, and Perspectives <p align="center"><u>TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate</u></p> <ul style="list-style-type: none"> ● 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. ● A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations ● E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. <p align="center"><u>21st Century Themes/Careers</u></p> <ul style="list-style-type: none"> ● Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at www.NJ.gov/education/aps/cccs/career/ 	<ul style="list-style-type: none"> ● Find and cite text evidence ● Inferencing ● Figurative Language ● Context Clues ● Theme ● Character Traits ● Text Structures ● Point of View ● Compare and Contrast

provided.
RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Progress Indicators for Reading Foundational

Skills (all year as needed)

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

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

Progress Indicators for Writing

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

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

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

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

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

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

- CRP1 Act as a responsible and contributing citizen and employee.
- CRP2 Apply appropriate academic and technical skills.
- CRP4 Communicate clearly and effectively and with reason.
- CRP11 Use technology to enhance productivity

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

W.4.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.

Progress Indicators for Language (all year within writing)

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

A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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

A. Use correct capitalization.

B. Use commas and quotation marks to mark direct speech and quotations

C. Use a comma before a coordinating conjunction in a compound sentence.

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

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

A. Use context as a clue to the meaning of a word or phrase.

Progress Indicators for Speaking and Listening (all year)

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups,

and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

B. Follow agreed-upon rules for discussions and carry out assigned roles.

C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

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

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

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

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

Unit 1 ELA- Grade 4

Stage 1 – Desired Results

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p>In Unit 1 we will be focusing on Traditional Literature and nonfiction genres. With each genre covered in the unit, it is suggested that poetry and drama also being incorporated as well. In reading the following skills will be covered: finding/citing evidence, inferencing, figurative language, context clues, theme, characters, text structure, point of view/ perspective, and comparing texts. In writing the following forms of writing will be covered: writing about reading and narrative writing.</p>	<p>Guided Reading Library Words Their Way Reader’s Notebook Writer’s Notebook Writing Rubric F&P Benchmark and Classroom Conferencing evidence</p>

UNDERSTANDINGS

READING

- Students should build reading stamina and use the workshop model to support and practice their learning. Students should understand the importance of using details from text when making inferences. Students will pay attention to the author’s word choice, including figurative language.
- Students should understand the importance of complex characters and how they affect the plot and theme.
- Students should understand point of view and how stories told from different points of view may affect the reader.

WRITING

- Students should understand the importance of building writing stamina and connecting reading to writing.
- Students should understand the importance of characters and how they affect the plot and theme.
- Analyze how character or plot interact over the course of a text.

Students will know...	Students will be able to...
<p><u>READING</u></p> <ul style="list-style-type: none"> • Search for answers in a text, identify important ideas, form implicit questions • Provide specific examples and evidence from personal experience and text • Recognize the use of figurative or descriptive language • Identify and discuss the problem, events, and resolution • Author’s underlying message and theme • Infer character’s intentions, feelings, and motivations • Notice and discuss aspects of genre and structure • Provide details that are important to understand relationships among plot, setting, and characters 	<p><u>READING</u></p> <ul style="list-style-type: none"> • Find and cite evidence: Readers will use the text to predict outcomes. Review plot and problem/solution • Provide details that are important to understand relationships among a plot, setting, character (p.58-59) • Provide details that are important to understand relationships among plot, setting, and characters (p.58) • Understand the importance of supporting each idea with facts, reasons and examples (pg. 277) • Infer: Student should draw inferences from the text • Figurative language: Students should understand that authors use language

- Recognize the narrator and how that person's point of view contributes to the plot
- Making connections between texts by topic and theme

WRITING

- Make notes and write longer responses to indicate acquisition of new ideas
- Write to explore writer's purpose Notice and write about the characteristics of genre
- Provide evidence from the text or from personal experience to support written statements about a text
- Use small moments to communicate a bigger message
- Follow a structural pattern
- Describe important decisions and turning point
- Write using the structure of narrative-characters involved in a plot with events ordered by time
- Write about the significance of events in a plot
- Write about author's purpose in telling a story
- Infer and write about moral lessons

to convey ideas.

- Notice and understand long stretches of descriptive language important to understanding setting and characters (pg 60)
- Notice and understand how the author uses idioms and literary language, including metaphor, simile, symbolism, and personification (pg 60)
- **Context Clues:** Students should use strategies to determine unknown words within a text.
- **Theme:** Readers can identify the theme or main idea of a text helps the reader understand the message the author is trying to communicate. Readers make connections and draw inferences using details from the text to help determine the theme or main idea.
- Reflect important human challenges and social issues (pg.56)
- Infer and understand the moral lesson or cultural teaching in traditional literature (pg 58)
- **Characters:** Readers understand the characters in a story or drama help the readers to see relationships between the story elements. Good readers understand that details in a story or drama fit together to develop the overall text.
- Notice how an author creates characters that are complex and change over many events of a plot (pg 60)
- Think critically about the logic of a character's actions (causes and effects) (pg 60)
- Think critically about the authenticity and believability of characters and their behavior, dialogue, and development (pg60)
- Assess the extent to which a writer makes readers feel empathy or identify with characters (pg 60)
- Evaluate the consistency of characters actions within a particular setting
- **Text Structure:** Readers can describe how poems, drama and prose are arranged differently to illustrate events and ideas, to create a dramatic effect, and describe how structural elements enhance the reader's experience of events and ideas portrayed in a text.
- Recognize the text structure when the writer uses literary devices (pg 59)
- **Point of View:** The point of view from which a story is told affects the reader's experience, as well as the writer's flexibility in telling the story.
- **Comparing texts:** Readers can compare/ contrast themes and topics, patterns of events and explain how themes and topics are revealed by characters, settings, and events in stories.

WRITING

- **Write About Reading:** Students should begin a reader's notebook where they apply whole group instruction to their independent reading.
- **Narrative Writing:** Students are expected to use description to show characters thoughts and feelings as well as the details of characters interactions through dialogue. As students develop characters and use dialogue, they will need to understand how to introduce characters and how to engage characters in conversation in their writing.
- **Literary Essay:** Students need to be able to explain how different characters solve problems in different ways across texts, how are the plots the same or different across texts, or how the same theme is shown in different ways across texts.

FOUNDATIONAL SKILLS

- Word Study (learning word patterns rather than memorizing unconnected words)
- Read fluently and comprehend text

Stage 2 – Assessment Evidence

Performance Tasks:

Narrative Writing W.4.3

Teacher choice of text

Extending the story: Continue writing a story to tell what happens after the story ends. Use information from the story to show understanding.

Write from another point of view: Rewrite the story or significant part from another character's point of view.

Literary Analysis Writing W.4.2/W.4.9

Teacher choice of text

Students need to be able to explain how different characters solve problems in different ways across texts:

- how are the plots the same or different across texts
how the same theme is shown in different ways across texts.

Other Evidence (**Alternate Assessments**):

Novels

Nicky Fifth

Newsela.com

NBC Learn

ReadWorks.org

Reader's Notebook

Writer's Notebook

Writing Rubric

F&P Benchmark and **Classroom**

Conferencing evidence

*Open Resource Links:

- [MobyMax](#)
- [Edulastic](#)
- [The Teaching Channel](#)
- [Commonlit.org](#)
- [4Teachers.org](#)
- [Web English Teacher](#)

- Readwritethink.org
- Learnzillion
- [Literacy Design Collaborative](#)
- [OER Commons](#)
- [Engage NY](#)
- [Hudson County Curriculum Consortium](#)

Stage 3 – Learning Plan

During this unit of study the Learning Target is for the mastery of skills required to demonstrate understanding, application, and analyzation of reading concepts necessary for student lead discussion.

The purpose of this target is for the students to become independent readers and thinkers. Teachers should hook the students through engaging and provocative entry points. Some ideas are, but not limited to videos, mentor texts, news websites, blogs, current events, interactive read alouds all should point towards learning goal and target for the day.

Lessons need to embrace 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skills and knowledge. Have them experience the ideas to make them real. Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

Gifted & Talented:

- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Word Work
- Extension, Level 4, projects and assignments to promote student agency through guided reading, differentiated literacy centers, and/or individualized learning plans

Tier I:

- Guided reading
- Word work
- Differentiated literacy centers
- Small group instruction formed through formative assessment and progress monitoring data

Tier II:

- Additional Guided Reading time based on targeted intervention
- MobyMax individualized learning path
- Skills small group instruction formed through formative assessment and progress monitoring data

Tier III:

- Leveled Literacy Intervention (LLI)
- Phonics First
- MobyMax individualized learning path
- Title I/Remedial pull-out focused on targeted intervention and strategy

- Maximum guided reading instruction

ELL:

- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments
- Use of listening centers
- Use of word walls
- Alternate assessments that demonstrate non- verbal understanding
- Use of visuals and manipulatives

504s:

- Extended time
- Listening centers
- Phonics First
- Graphic organizers
- Written, visual or audible supports and/or alternatives

SPED:

- Learning Ally
- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments

Unit 2 ELA- Grade 4

Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
<p><u>Progress Indicators for Reading Literature</u></p> <ul style="list-style-type: none"> ● RL.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. ● RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. 	<ul style="list-style-type: none"> ● Infused within the unit are connections to the NJSLs for Social Studies ● 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable 	<ul style="list-style-type: none"> ● Analyze Characters, Events, and Setting ● Point of View both Literary and Informational ● Main Idea ● Setting and Events ● Comparing Texts ● Integration of Media ● Text Features both Literary and Informational

- RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
- RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Progress Indicators for Reading Informational Text

- RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect,

students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

- A. Civics, Government, and Human Rights
- D. History, Culture, and Perspectives

TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate

- 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.
- A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations
- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make

problem/solution) of events, ideas, concepts, or information in a text or part of a text.

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

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

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

Progress Indicators for Reading

Foundational Skills

- RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

Progress Indicators for Writing

- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

informed decisions using appropriate digital tools and resources.

21st Century Themes/Careers

- Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at www.NJ.gov/education/aps/cccs/career/
- CRP1. Act as a responsible and contributing citizen and employee.
- 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.
- CRP 7. 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

- W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
 - W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
 - W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
 - W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
 - W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
 - W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - *W.4.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.*
- Progress Indicators for Language (within writing)**
- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - E. Form and use prepositional phrases.
 - G. Correctly use frequently confused words.
 - L.4.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- D. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Choose words and phrases to convey ideas precisely.
 - C. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
- 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.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
 - C. Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
- **Progress Indicators for Speaking and Listening (all year)**
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and

- make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Unit 2 ELA- Grade 4

Stage 1 – Desired Results

UNIT SUMMARY

In Unit 2, we will be focusing on Historical Fiction and Expository Nonfiction genres. With each genre covered in the unit, it is suggested that poetry and drama also being incorporated as well. In reading the following skills will be covered: analyze characters, events, and settings, point of view both literary and informational, main idea, comparing texts, integration of media, and text features both literary and informational. In writing the following forms of writing will be covered: writing about reading and opinion writing.

CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)

Guided Reading Library
 Words Their Way
 Reader’s Notebook
 Writer’s Notebook
 Writing Rubric
 F&P Benchmark and **Classroom**
 Conferencing evidence

UNDERSTANDINGS

Students will understand that...

READING

- Students will examine how setting affects the plot. They will look at biographies and their characteristics.
- Students will expand strategies for navigating expository text.
- Students will practice strategies for reading short texts and/or excerpts.

WRITING

- Students learn to create a thesis statement and support with evidence.
- Students should research and write a type of expository nonfiction.
- Students will practice writing in response to short text and mixed media.

Students will know...

What content will be covered that students must master?

READING

- Notice how an author creates complex characters over many events in a plot
- Assess the extent to which a writer makes readers feel empathy or identify with characters
- Understand relationship between ideas and content
- Notice primary and secondary sources
- Notice author's organization of information
- Understand there can be different interpretations of the meanings of a text
- Think across texts to compare and expand understanding
- Connect texts by a range of categories
- Understand graphics provide important information
- Use academic language to talk about literary features
- Understand there can be different interpretations of the meaning of illustrations/features

WRITING

- Understand that argument/opinion writing can be written in different forms
- Understand the importance of supporting each idea with facts, reasons and examples

Students will be able to...

What should students be able to accomplish to demonstrate understanding?

READING

- **Analyze Characters, Events and Setting:** Readers explain how and why individuals, events, and ideas develop and interact over the course of a text.
- **Notice and understand settings that are distant in time and place from students own experiences (pg 59)**
- **Infer the importance of the setting to the plot of the story in realistic and historical fiction and fantasy (pg59)**
- **Point of View:**
 - *Literary:* Readers compare and contrast the point of view from which different stories are narrated, and how point of view or purpose shapes the content and style of a text.
 - *Informational:* Students find the similarities and differences in perspectives (first and second hand) about the same event or subject and give descriptions about how the information is presented for each perspective.
- **Main Idea:** Students identify the main idea and find the most important details that strengthen the main idea and explain the text in their own words.
- **Many books with multiple ideas, some requiring inferencing to understand (pg 56)**
- **Setting and Events:** Students tell how or why events/ideas happened and use the text to support their answers. Readers understand an author's organizational techniques and how they affect the overall meaning of the text.

- Understand that an expository text can be written in various forms
- Understand that an expository text requires research and organization Write an effective lead paragraph and conclusion
- Provide interesting details to develop a topic
- Understand that test writing requires inferring and explaining motives of a character or person
- Study examples of short and extended constructed responses. Test writing should be tailored to precise instructions

- **Comparing Texts:** Students should be able to pick out key and relevant details on a single topic between two texts, eliminate nonessential information, and combine information from two texts on a single topic.
- **Integration of media:** Students can compare different presentations of a text using concrete details, quotations, and other information from each presentation of the work.
- **Text features:**
 - *Literary-* Students should read a variety of texts (informational, literary, poetry, drama, etc.) and identify genre through text features.
 - **Distinguish between fact and opinion in a text in order to reach new understanding (pg 62)**
 - *Informational-* charts, graphs, diagrams, timeline, animation or interactive webpage
 - **Notice and understand the characteristics of some specific nonfiction genres: e.g., expository, narrative, procedural and persuasive texts, biography, autobiography, memoir, and hybrid texts (pg 62)**

WRITING

- **Write About Reading:** Students should use their reader’s notebook to apply whole group instruction to their independent reading.
- **Research Based Writing:** Students should use inquiry to explore a topic in great detail and develop or respond to a research question to help bring focus to the topic.
- **Opinion Essay:** Opinion pieces clearly state thesis and supply the reasoning for thinking. Students need to use textual evidence, reasoning, and facts to support their viewpoint.. Students also build their argument by linking their ideas together through a variety of sentence structures and more complex sentences.

FOUNDATIONAL SKILLS

- Word Study (learning word patterns rather than memorizing unconnected words)
- Read fluently and comprehend text

Stage 2 – Assessment Evidence

Performance Tasks:

Research Based Writing W.4.2, 7 & 8

Teacher choice of text

Students should use inquiry to explore a topic in great detail and develop or respond to a research question to help bring focus to the topic.

Other Evidence (**Alternate Assessments**):

What other means of assessment will be used throughout this unit?

Novels

Nicky Fifth

Newsela.com

Opinion Writing W.4.1, 4 & 5

Teacher choice of text

Opinion Writing: Opinion pieces clearly state thesis and supply the reasoning for thinking. Students need to use textual evidence, reasoning, and facts to support their viewpoint.. Students also build their argument by linking their ideas together through a variety of sentence structures and more complex sentences.

NBC Learn
ReadWorks.org
Reader's Notebook
Writer's Notebook
Writing Rubric
F&P Benchmark and **Classroom**
Conferencing evidence

*Open Resource Links:

- [MobyMax](#)
- [Edulastic](#)
- [The Teaching Channel](#)
- [Commonlit.org](#)
- [4Teachers.org](#)
- [Web English Teacher](#)
- [Readwritethink.org](#)
- [Learnzillion](#)
- [Literacy Design Collaborative](#)
- [OER Commons](#)
- [Engage NY](#)
- [Hudson County Curriculum Consortium](#)

Stage 3 – Learning Plan

During this unit of study the Learning Target is for the mastery of skills required to demonstrate understanding, application, and analyzation of reading concepts necessary for student lead discussion.

The purpose of this target is for the students to become independent readers and thinkers. Teachers should hook the students through engaging and provocative entry points. Some ideas are, but not limited to videos, mentor texts, news websites, blogs, current events, interactive read alouds all should point towards learning goal and target for the day.

Lessons need to embrace 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skills and knowledge. Have them experience the ideas to make them real. Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

Gifted & Talented:

- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Word Work
- Extension, Level 4, projects and assignments to promote student agency through guided reading, differentiated literacy centers, and/or individualized learning plans

Tier I:

- Guided reading
- Word work
- Differentiated literacy centers
- Small group instruction formed through formative assessment and progress monitoring data

Tier II:

- Additional Guided Reading time based on targeted intervention
- MobyMax individualized learning path
- Skills small group instruction formed through formative assessment and progress monitoring data

Tier III:

- Leveled Literacy Intervention (LLI)
- Phonics First
- MobyMax individualized learning path
- Title 1/Remedial pull-out focused on targeted intervention and strategy
- Maximum guided reading instruction

ELL:

- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments
- Use of listening centers
- Use of word walls
- Alternate assessments that demonstrate non- verbal understanding
- Use of visuals and manipulatives

504s:

- Extended time
- Listening centers
- Phonics First
- Graphic organizers
- Written, visual or audible supports and/or alternatives

SPED:

- Learning Ally
- Additional guided reading time based on targeted intervention

- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments

Unit 3 ELA- Grade 4

Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
<p><u>Progress Indicators for Reading Literature</u></p> <ul style="list-style-type: none"> ● RL.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. ● RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. ● RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). ● RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. ● RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. ● RL.4.6. Compare and contrast the point of view from which different stories are narrated, 	<ul style="list-style-type: none"> ● Infused within the unit are connections to the NJLSL for Social Studies ● 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. ● B. Geography, People, and the Environment ● C. Economics, Innovation, and Technology ● <u>TECHNOLOGY STANDARDS and APPLY explicit standards as appropriate</u> ● 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. ● A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations 	<ul style="list-style-type: none"> ● Analyze characters, events, and settings ● Comparing Text ● Genre Choice

including the difference between first- and third-person narrations.

- RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge about genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Progress Indicators for Reading Informational Text

- RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the

- B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
- C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
- F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

21st Century Themes/Careers

- Through instruction in life and career skills, all students acquire the knowledge and skills needed to prepare for life as citizens and workers in the 21st century. For further clarification see NJ World Class Standards at www.NJ.gov/education/aps/cccs/career/
- CRP1. Act as a responsible and contributing citizen and employee.
- 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.

information provided.

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

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

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

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

Progress Indicators for Reading

Foundational Skills

- RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

Progress Indicators for Writing

- W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.
- W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
- W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

- CRP6. Demonstrate creativity and innovation.
- CRP 7. 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.

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- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- *W.4.10 Write routinely over extended time frames for a range of discipline-specific tasks, purposes, and audiences.*

Progress Indicators for Language (within writing)

- L.4.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- D. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.6. 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).

Progress Indicators for Speaking and Listening (all year)

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

- C. Pose and respond to specific questions to clarify or follow up on information, and
- make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in
- light of the discussion.
- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

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Unit 3 CONTENT GRADE/COURSE

Stage 1 – Desired Results

UNIT SUMMARY

In Unit 3, we will be focusing on Book Clubs and nonfiction genres. With each genre covered in the unit, it is suggested that poetry and drama also being incorporated as well. In reading the following skills will be covered: analyze characters, events, and settings, comparing texts, and genre choice.

CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)

- Guided Reading Library
- Words Their Way
- Reader’s Notebook
- Writer’s Notebook
- Writing Rubric

In writing the following forms of writing will be covered: writing about reading and research simulation.	F&P Benchmark and Classroom Conferencing evidence
UNDERSTANDINGS	
<p>Students will understand that...</p> <p>READING</p> <ul style="list-style-type: none"> Students become strong readers through collaboration and inquiry across multiple genres. <p>WRITING</p> <ul style="list-style-type: none"> Students will apply reading standards to writing. 	
Students will know...	Students will be able to...
<p><i>What content will be covered that students must master?</i></p> <p>READING</p> <ul style="list-style-type: none"> Use understanding of structure to monitor and correct reading Notice a writer's use of language Use academic language to talk about literary/genre features <p>WRITING</p> <ul style="list-style-type: none"> Make notes and write longer responses to indicate acquisition of new ideas Write to explore writer's purpose Notice and write about the characteristics of genre Provide evidence from the text or from personal experience to support written statements about a text 	<p><i>What should students be able to accomplish to demonstrate understanding?</i></p> <p>READING</p> <ul style="list-style-type: none"> Analyze Characters, Events and Setting: Readers explain how and why individuals, events, and ideas develop and interact over the course of a text. Genre Choice: Students should explore a chosen genre and note the specific characteristics of that genre. Comparing Texts: Students should be able to pick out key and relevant details on a single topic between two texts, eliminate nonessential information, and combine information from two texts on a single topic. <p>WRITING</p> <ul style="list-style-type: none"> Write About Reading: When reading texts, students refer to the text to draw conclusions as well as answer directly stated questions. <p>FOUNDATIONAL SKILLS</p> <ul style="list-style-type: none"> Word Study (learning word patterns rather than memorizing unconnected words) Read fluently and comprehend text
Stage 2 – Assessment Evidence	
<p>Performance Tasks:</p> <p><i>What projects, hands-on lessons, use of manipulatives, active participation in new situations, etc. will reveal evidence of meaning-making and transfer (true understanding)?</i></p> <p><i>How will students demonstrate their understanding (meaning-making and transfer) through complex performance?</i></p>	<p>Other Evidence (Alternate Assessments):</p> <p><i>What other means of assessment will be used throughout this unit?</i></p> <p>Novels Nicky Fifth Newsela.com NBC Learn</p>

Response to Reading W.4.9

Teacher choice of text

Students should apply reading skills to different genres by discussing and comparing plot, character, author’s craft, and theme.

ReadWorks.org
Reader’s Notebook
Writer’s Notebook
Writing Rubric
F&P Benchmark and Classroom
Conferencing evidence

*Open Resource Links:

- [MobyMax](#)
- [Edulastic](#)
- [The Teaching Channel](#)
- [Commonlit.org](#)
- [4Teachers.org](#)
- [Web English Teacher](#)
- [Readwritethink.org](#)
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ELL:

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- Use of graphic organizers to complete assignments
- Use of listening centers
- Use of word walls
- Alternate assessments that demonstrate non- verbal understanding
- Use of visuals and manipulatives

504s:

- Extended time
- Listening centers
- Phonics First
- Graphic organizers
- Written, visual or audible supports and/or alternatives

SPED:

- Learning Ally
- Additional guided reading time based on targeted intervention
- Skills groups and practice via small group instruction and/or MobyMax individualized learning path
- Phonics First small group instruction
- Use of graphic organizers to complete assignments

