

Language Arts Curriculum

Grade 4

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District Mission Statement

The mission of the Hillside Public Schools is to ensure that all students at all grade levels achieve the New Jersey Student Learning Standards and make connections to real-world success. We are committed to strong parent-community school partnerships, providing a safe, engaging, and effective learning environment, and supporting a comprehensive system of academic and developmental support that meets the unique needs of each individual.

Academic Area Overview

The Hillside Township School District is committed to excellence. We believe that all children are entitled to an education that will equip them to become productive citizens of the twenty-first century.

We believe that an education grounded in the fundamental principles of Language Arts will provide students with the skills and content necessary to become our future leaders.

Language Arts is an integral component in the development of every student. Their competence in this area corresponds to their success in other academic disciplines. As such, the program is rooted in promoting awareness of how literacy is integral to their goal attainment and advancement. They have opportunities to apply grammar concepts, writing objectives and textual analysis to project creation. Children have the chance to explore areas of interests, exercise inquiry and demonstrate knowledge by constructing unit artifacts. Their ingenuity and perspectives will be respected as they assess their work and that of their peers utilizing rubrics. They will work in an environment that encourages them to take compositional risks and embraces the writing process. Unit topics correspond to text selections; novels vary according to Lexile levels. College Prep, Honors and differentiated instruction books are noted accordingly with an *H and DI* designation.

Our program provides teachers with the support and resources to diversify methodology and consistently utilize technology in daily instruction. Teachers are scheduled to meet weekly to share planning ideas and classroom innovations. The expectation of excellence extends to the professional staff; our teachers are full of views from approved development workshops and academic courses to provide students with the tools needed to maximize their potential.

Equality and Equity in Curriculum

The Hillside Township School District ensures that the district's curriculum and instruction are aligned to the Nj Student Learning Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 197

Hillside Township School District

Fourth Grade

Literature:

Timeline: September - June

| Key Ideas and Details | | |
|---|---|---|
| <p>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.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>CAEP.9.2.8.B.3 - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> | | <p>Essential Questions:</p> <p>How can analyzing text details help you make inferences and connections? Can you identify text evidence to support conclusions drawn the text? What conclusions can be drawn from the text?</p> <p>What is the theme of the story?</p> <p>What details help you describe how the character develops from the beginning to the end of the story?</p> |
| NJSLS | Student Learning Objectives: | |
| <p>RL.4.1.</p> <p>RL.4.2.</p> <p>RL.4.3.</p> | <ul style="list-style-type: none"> Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inference from the text. Determine a theme of a story, drama, or poem from details in the text; summarize the text. 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). | |
| | Model Lessons/Performance Tasks | Interdisciplinary Connections/Internet |

| | Instructional Strategies/Assessments | and other Resources |
|--|---|--|
| | <ul style="list-style-type: none"> ● Participate in pair/share activities to demonstrate text understanding ● Retell stories using websites ● Describe a story character's feelings, motivations or traits in a journal/learning log as a response to a writing prompt ● Engage in Reader's Theatre to deepen understanding of story elements ● Generate oral/written book reports ● Facilitate literature circles ● Use graphic organizers to create visual presentations of story elements ● Research retellings of your state's Indian legends. <p>Assessments:</p> <ul style="list-style-type: none"> ● NJSLA ● Tests/Quizzes ● Exit Slips ● Observation ● Checklists ● Anecdotal Notes | <ul style="list-style-type: none"> ● Benchmark Advance ● Fiction Paired books (Thematic) ● Content Area textbooks ● www.eduhound.com ● www.readwritethink.org ● www.readworks.com ● http://www.kerpoof.com/ ● Career Explorations through leveled texts ● Google Suites |

Literature

| Craft and Structure | | |
|---|--|---|
| Enduring Understandings: 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. | | Essential Questions: How can words and phrases be used to convey meaning in a text? What details help you make inferences about character and the main events of the plot? How does the structure of the text relate to each other and the whole? How does the point of view of the story shape the content and style of a text? |
| NJSLS | Student Learning Objectives: | |
| RL.4.4. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations. | |
| | Model Lessons/Performance Tasks Instructional Strategies/Assessments | Interdisciplinary Connections/Internet and other Resources |
| | <ul style="list-style-type: none"> Participate in pair/share activities to determine their point of view of a story Compare/contrast a personal point of view with that of an author or character(s) Write poems in which an insect or animal reveals itself to the reader/listener by describing its internal and external structures. | <ul style="list-style-type: none"> Benchmark Advance Fiction Paired Books (Thematic) Content Area textbooks www.eduhound.com www.readwritethink.org http://www.mythweb.com/teachers/tips/tips.html www.creative-writing-now.com |

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| <ul style="list-style-type: none"> ● Record in a journal/learning log how the parts of a story effect the story using appropriate vocabulary ● Engage in Reader's Theatre ● Generate oral/written book reports ● Facilitate literature circles ● Use graphic organizers to outline the parts of literature (Ex. The stanza, alliteration and rhyme scheme in a poem) <p>Assessments:</p> <ul style="list-style-type: none"> ● NJSLA ● Tests/Quizzes ● Exit Slips ● Observation ● Checklists ● Anecdotal Notes | <ul style="list-style-type: none"> ● http://www.studyzone.org/testprep/ela3.cfm ● http://www.readworks.org ● Career exploration through leveled texts ● Google Suites |
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Literature

| Integration of Knowledge and Ideas | |
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| <p>Enduring Understandings:</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>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.</p> | <p>Essential Questions:</p> <p>How can illustrations and words in a print or digital text help with the understanding of its characters, settings or plot?</p> <p>What evidence can you provide that will connect to the reasons and validity of the argument stated?</p> |

| <p>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.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> | <p>How are the events or characters in this story alike or different from those in other stories you know?</p> | | | | |
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| <p>NJS LS</p> | <p>Student Learning Objectives:</p> | | | | |
| <p>RL.4 .7. RL.4 .9</p> | <ul style="list-style-type: none"> ● Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. ● Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | | | | |
| | <table border="1"> <thead> <tr> <th data-bbox="289 708 1062 781"> Model Lessons/Performance Tasks Instructional Strategies/Assessments </th><th data-bbox="1062 708 1934 781"> Interdisciplinary Connections/Internet and other Resources </th></tr> </thead> <tbody> <tr> <td data-bbox="289 781 1062 1365"> <ul style="list-style-type: none"> ● Participate in pair/share activities to contrast story plots ● Compare/contrast using a graphic organizer the plots of two stories by the same author ● Create a Venn Diagram to show similarities and differences between the themes, settings or plots of two stories by the same author ● Record in a journal/learning log how the illustrations in a story enhanced the mood ● Engage in Reader's Theatre ● Generate oral/written book reports ● Facilitate literature circles ● Use the internet to conduct an author study in order to determine if their stories have commonalities ● Invite groups to create their own video retellings of a state Indian legend. Students should begin by </td><td data-bbox="1062 781 1934 1365"> <ul style="list-style-type: none"> ● Fiction Paired Books (Thematic) ● www.eduhound.com ● www.readwritethink.org ● http://www.mythweb.com/teachers/tips/tips.html ● www.creative-writing-now.com ● http://www.studyzone.org/testprep/ela3.cfm ● http://www.readworks.org ● www.kidsbookshelf.com ● www.teachingbooks.net ● www.eduscapes.com ● www.teachertube.com ● Career exploration through leveled texts ● Google Suites </td></tr> </tbody> </table> | Model Lessons/Performance Tasks Instructional Strategies/Assessments | Interdisciplinary Connections/Internet and other Resources | <ul style="list-style-type: none"> ● Participate in pair/share activities to contrast story plots ● Compare/contrast using a graphic organizer the plots of two stories by the same author ● Create a Venn Diagram to show similarities and differences between the themes, settings or plots of two stories by the same author ● Record in a journal/learning log how the illustrations in a story enhanced the mood ● Engage in Reader's Theatre ● Generate oral/written book reports ● Facilitate literature circles ● Use the internet to conduct an author study in order to determine if their stories have commonalities ● Invite groups to create their own video retellings of a state Indian legend. Students should begin by | <ul style="list-style-type: none"> ● Fiction Paired Books (Thematic) ● www.eduhound.com ● www.readwritethink.org ● http://www.mythweb.com/teachers/tips/tips.html ● www.creative-writing-now.com ● http://www.studyzone.org/testprep/ela3.cfm ● http://www.readworks.org ● www.kidsbookshelf.com ● www.teachingbooks.net ● www.eduscapes.com ● www.teachertube.com ● Career exploration through leveled texts ● Google Suites |
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| | <p>researching legends online as well as in books in your classroom or school library.</p> <ul style="list-style-type: none"> ● Students that they are going to write poems in which an insect or animal reveals itself to the reader/listener by describing its internal and external structures. ● Write and record a dialogue between two historical figures. <p>Assessments:</p> <ul style="list-style-type: none"> ● The New Jersey Student Learning Assessment (NJSLA) ● Tests/Quizzes ● Exit Slips ● Observation ● Checklists ● Anecdotal Notes | |
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Literature

| Range of Reading and Complexity of Text | |
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| <p>Enduring Understandings: Good readers use a variety of strategies to comprehend text. Good readers summarize and infer to help remember and retell the main idea and supporting details. Good readers identify author's purpose (to persuade, inform, entertain, explain) to help understand how the author's perspective influences text.</p> | <p>Essential Questions: What strategies do I use to identify explicit or implied main idea and author's purpose? What strategies do I use to understand text structures, relationships, and connections within and across texts? How does understanding narrative story structure help me comprehend text? How do I analyze and understand poetry and drama?</p> |

| <p>Good readers identify text structures to help understand organizational patterns.</p> <p>Good readers identify sequence of events and cause/effect to help understand relationships.</p> <p>Good readers compare and contrast text elements to make connections within and across texts.</p> <p>Good readers understand that narrative texts contain specific story elements.</p> <p>Through analysis of narrative text structures, good readers recognize themes within and across a variety of fiction. They also recognize that authors use vocabulary to create shades of meaning and create interest.</p> | | | | | |
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| NJSLS | Student Learning Objectives: | | | | |
| 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. | | | | |
| | <table border="1"> <thead> <tr> <th data-bbox="331 816 1062 894">Model Lessons/Performance Tasks Instructional Strategies/Assessments</th><th data-bbox="1062 816 1934 894">Interdisciplinary Connections/Internet and other Resources</th></tr> </thead> <tbody> <tr> <td data-bbox="331 894 1062 1365"> <ul style="list-style-type: none"> Students self-select appropriate grade level texts from the classroom leveled library Act out plays in Reader's Theatre Read a variety of different genres and recognize text features <p>Assessments:</p> <ul style="list-style-type: none"> NJSLA Tests/Quizzes Observation Checklists Anecdotal Notes Developmental Reading Assessment (DRA2) </td><td data-bbox="1062 894 1934 1365"> <ul style="list-style-type: none"> Paired Books (Thematic) www.readwritethink.org http://www.readworks.org www.kidsbookshelf.com www.teachingbooks.net http://cybraryman.com/reading.html http://streaming.discoveryeducation.com Career Exploration Through Leveled Texts Google Suites </td></tr> </tbody> </table> | Model Lessons/Performance Tasks Instructional Strategies/Assessments | Interdisciplinary Connections/Internet and other Resources | <ul style="list-style-type: none"> Students self-select appropriate grade level texts from the classroom leveled library Act out plays in Reader's Theatre Read a variety of different genres and recognize text features <p>Assessments:</p> <ul style="list-style-type: none"> NJSLA Tests/Quizzes Observation Checklists Anecdotal Notes Developmental Reading Assessment (DRA2) | <ul style="list-style-type: none"> Paired Books (Thematic) www.readwritethink.org http://www.readworks.org www.kidsbookshelf.com www.teachingbooks.net http://cybraryman.com/reading.html http://streaming.discoveryeducation.com Career Exploration Through Leveled Texts Google Suites |
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Informational Text

Timeline: September - June

| Key Ideas and Details | |
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| <p>Enduring Understandings:</p> <p>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.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.</p> <p>3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>4-ESS2-2. Analyze and interpret data from maps to describe patterns of Earth’s features.</p> <p>4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.</p> | <p>Essential Questions:</p> <p>How do the details relate to the topic and/or main idea of the selection?</p> <p>What is the main idea and supporting details of the topic?</p> <p>Can you generate a connection between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text?</p> |

4-PS3-2.Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

CAEP.9.2.8.B.3 - [Standard] - Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

TECH.8.1.8.C. - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

TECH.8.1.8.C.CS2 - Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.8.C.CS3 - Develop cultural understanding and global awareness by engaging with learners of other cultures.

TECH.8.1.8.C.CS4 -- Contribute to project teams to produce original works or solve problems.

TECH.8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

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| CCSS | Student Learning Objectives: | | |
| RI.4.1 | ● Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. | | |
| RI.4.2 | ● Determine the main idea of a text and explain how it is supported by key details; summarize the text. | | |
| RI.4.3 | ● 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. | | |
| | Model Lessons/Performance Tasks Instructional Strategies/Assessments | Interdisciplinary Connections/Internet and other Resources | |
| | <ul style="list-style-type: none">● Participate in pair/share activities to demonstrate text understanding● Generate oral/written book reports● Use graphic organizers to outline the main ideas and details that support a text● Record in a journal/learning log how historical events, scientific ideas or concepts, or steps in a procedural text are related using specific vocabulary● Invite students to brainstorm all of the jobs in state government they can name (governor, senator, etc.) and write each on an index card.● Using online government sites, students can categorize jobs as executive, legislative, and judicial, placing the index cards in categories.● Ask students to research one job each, with the goal of writing a letter to find out more. Using Internet sites, they should name a present holder of the job, list the role and responsibilities | <ul style="list-style-type: none">● Classroom library● Non-Fiction Paired Books (Thematic)● Non-fiction Periodicals● <i>Time for Kids</i> magazine● www.eduhound.com● www.readwritethink.org● http://www.kerpoof.com/● http://bookflix.scholastic.com● Reading.pppst.com● Languagearts.pppst.com● Career Exploration through leveled texts● Google Suites | |

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| | <p>of the job, and note if the person has been in the news recently and concerning what issues.</p> <p>Assessments:</p> <ul style="list-style-type: none"> ● The New Jersey Student Learning Assessment (NJSLA) ● Tests/Quizzes ● Exit Slips ● Observation ● Checklists ● Anecdotal Notes | |
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Informational Text

| Craft and Structure | |
|---|---|
| <p>Enduring Understandings:</p> <p>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.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of</p> | <p>Essential Questions:</p> <p>How do learning new words help me to comprehend a theme or topic of a written piece?</p> <p>How do I identify sequence text structure?</p> <p>How do I use sequence text structure to understand a variety of texts?</p> <p>How do I identify cause and effect relationships in text?</p> <p>How do I compare and contrast author’s purpose, author’s perspective, and/or main idea, etc. within and across multiple texts?</p> |

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| <p>the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>TECH.8.1.8.C. - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.</p> <p>TECH.8.1.8.C.CS2 - Communicate information and ideas to multiple audiences using a variety of media and formats.</p> <p>TECH.8.1.8.C.CS3 - Develop cultural understanding and global awareness by engaging with learners of other cultures.</p> <p>TECH.8.1.8.C.CS4 -- Contribute to project teams to produce original works or solve problems.</p> | | How does comparing and contrasting help me understand text? |
| NJSLS | Student Learning Objectives: | |
| RI .4.4 | <ul style="list-style-type: none"> ● Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topics or subject area. | |
| RI.4.5. | <ul style="list-style-type: none"> ● 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. | <ul style="list-style-type: none"> ● Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided | |
| | Model Lessons/Performance Tasks Instructional Strategies/Assessments | Interdisciplinary Connections/Internet and other Resources |
| | <ul style="list-style-type: none"> ● Participate in pair/share activities to determine their point of view of a text | <ul style="list-style-type: none"> ● Classroom library ● Non-Fiction Paired Books (Thematic) |

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| <ul style="list-style-type: none"> ● Record in a journal/learning log phrases from a text and analyze the meaning of the phrases in the text ● Generate oral/written book reports <p>Assessments:</p> <ul style="list-style-type: none"> ● The New Jersey Student Learning Assessment (NJSLA)) ● Tests/Quizzes ● Exit Slips ● Observation ● Checklists ● Anecdotal Notes | <ul style="list-style-type: none"> ● Non-fiction Periodicals ● <i>Time for Kids</i> magazine ● www.eduhound.com ● http://bookflix.scholastic.com ● http://home.roadrunner.com/~EXCELLENCE1/Text%20Structure%20Text%20Features.htm ● http://www.internet4teachers.us ● Career Exploration through leveled texts ● Google Suites |
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Informational Text

| Integration of Knowledge and Ideas | |
|--|---|
| <p>Enduring Understandings:</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>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.</p> <p>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.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> | <p>Essential Questions:</p> <p>How does the visual information clarify the text?</p> <p>What important reasons does the author use to explain his points?</p> <p>What evidence did the author present to support the text?</p> |

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| NJSLS | Student Learning Objectives: | |
| RI.4.7. RI.4.8. RI.4.9 | <ul style="list-style-type: none"> ● 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. ● Explain how an author uses reasons and evidence to support particular points in a text. ● 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. | |
| | Model Lessons/Performance Tasks Instructional Strategies/Assessments | Interdisciplinary Connections/Internet and other Resources |
| | <ul style="list-style-type: none"> ● Compare/contrast using a graphic organizer the key points and details of two texts on the same topic ● Outline in order the main idea of each paragraph of the text and supporting details ● Record in a journal/learning log to record answers to comprehension questions ● Utilize diagrams in information texts to answer comprehension questions ● Engage in Reader's Theatre ● Generate oral/written book reports ● Facilitate literature circles ● Use the internet to conduct an author study in order to determine if their stories have commonalities <p>Assessments:</p> <ul style="list-style-type: none"> ● NJSLA ● Tests/Quizzes ● Exit Slips ● Observation | <ul style="list-style-type: none"> ● Classroom library ● Non-Fiction Paired Books (Thematic) ● Non-fiction Periodicals ● <i>Time for Kids</i> magazine ● www.eduhound.com ● http://bookflix.scholastic.com ● http://home.roadrunner.com/~EXCELLENCE1/Text%20Structure%20Text%20Features.htm ● www.scholasticnews.com ● www.brainpop.com ● http://sni.scholastic.com/ ● Career Exploration through leveled texts ● Google Suites |

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| | <ul style="list-style-type: none"> ● Checklists ● Anecdotal Notes | |
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Informational Text

| INFORMATIONAL TEXT | | |
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| Range of Reading and Level of Text Complexity | | |
| Enduring Understandings: Good readers use a variety of strategies to comprehend text. Good readers summarize and infer to help remember and retell the main idea and supporting details. Good readers identify author's purpose (to persuade, inform, entertain, explain) to help understand how the author's perspective influences text. Good readers identify text structures to help understand organizational patterns. Good readers identify sequence of events and cause/effect to help understand relationships. Good readers compare and contrast text elements to make connections within and across texts. Good readers understand that narrative texts contain specific story elements. Through analysis of narrative text structures, good readers recognize themes within and across a variety of fiction. They also recognize that authors use vocabulary to create shades of meaning and create interest. | | Essential Questions: How do I use text features to help me analyze and understand nonfiction texts? What strategies do I use to understand text structures, relationships and connections within and across texts? |
| NJSLS | Student Learning Objectives: | |
| RI.4.10. | <ul style="list-style-type: none"> ● By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. | |
| | Model Lessons/Performance Tasks Instructional Strategies/Assessments | Interdisciplinary Connections/Internet and other Resources |

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| | <ul style="list-style-type: none"> ● Students self-select appropriate grade level texts from the classroom leveled library ● Read a variety of different genres and recognize text features ● Recognize the purpose of a non-fiction text <p>Assessments:</p> <ul style="list-style-type: none"> ● The New Jersey Student Learning Assessment (NJSLA) ● Tests/Quizzes ● Observation ● Checklists ● Anecdotal Notes ● Developmental Reading Assessment (DRA2) | <p>Classroom library</p> <ul style="list-style-type: none"> ● Non-Fiction Paired Books (Thematic) ● Non-fiction Periodicals ● <i>Time for Kids</i> magazine ● www.readwritethink.org ● http://www.readworks.org ● www.kidsbookshelf.com ● www.teachingbooks.net ● http://cybraryman.com/reading.html ● www.scholasticnews.com ● www.brainpop.com ● http://streaming.discoveryeducation.com/ ● Career Exploration through leveled texts ● Google Suites |
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| Phonics & Word Recognition | | |
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| Enduring Understandings: Good readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. Good readers use and apply context clues or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words. Good readers interpret new words correctly in context. | | Essential Questions: What strategies can you use to decode an unknown word? <ul style="list-style-type: none"> ● Multi syllable words ● Common Latin suffixes ● Common prefixes and derivational suffixes Can you read grade level appropriate irregularly spelled words? |
| CCSS | Student Learning Objectives: | |
| RF.4.3. | Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology <ul style="list-style-type: none"> ● (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | |
| | Model Lessons/Performance Tasks Instructional Strategies/Assessments | Interdisciplinary Connections/Internet and other Resources |
| | <ul style="list-style-type: none"> ● Categorize and classify words based on prefixes and suffixes. ● Create lists of words with common Latin suffixes in learning log/journal ● Improve spelling through use of student generated spelling lists of difficult words in learning log/journal Use reading fix-up strategies to determine unknown words and their meanings Assessments: <ul style="list-style-type: none"> ● The New Jersey Student Learning Assessment (NJSLA) ● Tests/Quizzes ● Observation ● Checklists ● Anecdotal Notes | Classroom library <ul style="list-style-type: none"> ● Paired Books Fiction/Non-Fiction (Thematic) ● Non-fiction Periodicals ● <i>Time for Kids</i> magazine ● https://www.teachingchannel.org/videos/making-vocabulary-lesson-interactive ● http://pinterest.com/pin/217369119484477592/ ● Google Suites ● Career Exploration through leveled text |

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| | Developmental Reading Assessment (DRA2) | |
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Foundational Skills

Timeline: September - June

| FLUENCY | | |
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| Enduring Understandings: Good readers group words quickly to help them gain meaning from what they read. Good readers read aloud in ways that reflect understanding of proper phrasing and intonation. Good readers read silently for the purpose of increasing speed, accuracy, and reading fluency. Good readers apply self- correcting strategies to decode and gain meaning from print both orally and silently. | | Essential Questions: What does reading fluently and accurately sound like? What does reading with expression sound like? Can you read silently for long periods of time? Are you able to apply self – correcting strategies to decode and gain meaning from print. |
| NJSLS | Student Learning Objectives: | |
| RF.4.4. | <ul style="list-style-type: none"> ● Read with sufficient accuracy and fluency to support comprehension. (a) Read grade-level text with purpose and understanding. (b) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | |
| | Model Lessons/Performance Tasks Instructional Strategies/Assessments | Interdisciplinary Connections/Internet and other Resources |
| | <ul style="list-style-type: none"> ● Students partner read to monitor each other’s reading ● Participate in small group guided reading activities such as whisper reading, partner reading and shared reading in order to improve comprehension ● Select a grade-level appropriate poem to present to the class modeling appropriate rate and expression Assessments: | <ul style="list-style-type: none"> ● Classroom library ● Paired Books Fiction/Non-Fiction (Thematic) ● Non-fiction Periodicals ● <i>Time for Kids</i> magazine ● www.readwritethink.org ● http://www.readworks.org ● http://cybraryman.com/reading.html ● www.brainpop.com ● http://cybraryman.com/technologylinks.html ● http://www.educationworld.org |

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| | <ul style="list-style-type: none"> ● The New Jersey Student Learning Assessment (NJSLA) ● Tests/Quizzes ● Observation ● Checklists ● Anecdotal Notes Developmental Reading Assessment (DRA2) | <ul style="list-style-type: none"> ● Google Suites ● Career Exploration through leveled text |
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Writing

Timeline September-June

| Text Types and Purposes | |
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| <p>Enduring Understandings:</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>TECH.8.1.8.C. - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.</p> <p>TECH.8.1.8.C.CS2 - Communicate information and ideas to multiple audiences using a variety of media and formats.</p> <p>TECH.8.1.8.C.CS3 - Develop cultural understanding and global awareness by engaging with learners of other cultures.</p> | <p>Essential Questions:</p> <p>How do I write my opinion and support it with supporting evidence?</p> <p>Why is it important to use sequenced events, rich supporting details, and transitional words and phrases?</p> <p>What sources can you use to find information on your topic?</p> |

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| TECH.8.1.8.C.CS4 -- Contribute to project teams to produce original works or solve problems. | |
| NJSLS | Student Learning Objectives: |
| W.4.1. | <ul style="list-style-type: none"> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> (a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. (b) Provide reasons that are supported by facts from texts and/or other sources. (c) Link opinion and reasons using words and phrases (<i>e.g., for instance, in order to, in addition</i>). (d) Provide a conclusion related to the opinion presented. |
| W.4.2. | <ul style="list-style-type: none"> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> (a) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g. headings) illustrations, and multimedia when useful to aiding comprehension. (b) Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. (c) Link ideas within categories of information using words and phrases (<i>e.g., another, for example, also because</i>). (d) Use precise language and domain-specific vocabulary to inform about or explain the topic. (e) Provide a conclusion related to the information or explanation presented. |
| W.4.3. | <ul style="list-style-type: none"> Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> (a) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (b) Use dialogue and description to develop experiences and events or show the responses of characters to situations. (c) Use a variety of transitional words and phrases to manage the sequence of events. (d) Use concrete words and phrases and sensory details to convey experiences and events precisely. (e) Provide a conclusion that follows from the narrated experiences or events |

| | Model Lessons/Performance Tasks Instructional Strategies/Assessments | Interdisciplinary Connections/Internet and other Resources |
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| | <ul style="list-style-type: none"> ● Respond to writing prompts in learning logs/journals to various prompts of either an opinion, informative or narrative style of writing ● Compose opinion pieces about a school rule or event ensuring the use of phrases, linking words, and a conclusion ● Convey through an explanatory text a topic using various sources of literature as evidence ● Writing a narrative to convey the events of a longer period of time (a summer vacation, a year of life, etc.) ● Hold a Town Meeting - Ask students to plan a town meeting in which the entire class will participate. ● Have students research online descriptions and procedures for holding town meetings. ● Write a letter inquiring about a state officeholder's position on an issue. <p>Assessments:</p> <ul style="list-style-type: none"> ● The New Jersey Student Learning Assessment (NJSLA) ● Observation ● Checklists ● Anecdotal Notes ● Writing Rubric | <p>Classroom library</p> <ul style="list-style-type: none"> ● Paired Books Fiction/Non-Fiction (Thematic) ● Non-fiction Periodicals ● <i>Time for Kids</i> magazine ● www.writingfix.com ● www.unitedstreaming.com ● www.brainpop.com ● http://kids.britannica.com ● http://languagearts.pppst.com/writing.htm ● http://www.internet4classrooms.com/ ● http://www.learner.org/interatives/ ● http://exchange.smarttech.com ● Career Exploration through leveled texts ● Google Suites |

Writing

| Production and Distribution of Writing | | |
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| Enduring Understandings: NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. | | Essential Questions: How does following the writing process help a writer craft an effective piece of writing? How do writers change their writing to make it more interesting and clear? How can using technology support my drafting and publishing? What strategies and techniques can you use to improve your writing? How can you collaborate with your peers to improve your writing? What type of technology can you use to produce and publish your writing? |
| NJSLS | Student Learning Objectives: | |
| W.4.4. | <ul style="list-style-type: none"> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (<i>Grade- specific expectations for writing types are defined in standards 1-3 above</i>). | |
| W.4.5. | <ul style="list-style-type: none"> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | |
| W.4.6. | <ul style="list-style-type: none"> 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. | |
| | Model Lessons/Performance Tasks Instructional Strategies/Assessments | Interdisciplinary Connections/Internet and other Resources |
| | <ul style="list-style-type: none"> Publish writing pieces for presentation Participate in peer editing to improve writing | <ul style="list-style-type: none"> Classroom library Paired Books Fiction/Non-Fiction (Thematic) Non-fiction Periodicals |

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| | <ul style="list-style-type: none"> ● Mini-conferences with the teacher and writing groups to explore strengths and weaknesses in writing ● Utilize websites and the computer to publish pieces to online mediums and prepare printed pieces for review ● Use a website such as Kerpoof to generate a published online story complete with illustrations and sharing capabilities <p>Assessments:</p> <ul style="list-style-type: none"> ● The New Jersey Student Learning Assessment (NJSLA) ● Observation ● Checklists ● Anecdotal Notes ● Writing Rubric | <ul style="list-style-type: none"> ● <i>Time for Kids</i> magazine ● www.writingfix.com ● www.unitedstreaming.com ● www.brainpop.com ● http://kids.britannica.com ● http://languagearts.pppst.com/writing.htm ● www.slideshare.net ● http://www.kerpoof.com/ ● Career Exploration through leveled texts ● Google Suites |
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Writing

| Research to Build and Present Knowledge | |
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| <p>Enduring Understandings:</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and</p> | <p>Essential Questions:</p> <p>How does the information gathered and organized through research help to form a written argument?</p> <p>How do I explain how an author provides proof to support ideas in the text?</p> <p>What sources can you use to find information on your topic?</p> <p>As authors, how can we use research?</p> <p>Why is it important to take notes on sources and sort evidence into provided categories?</p> <p>How can you use the results of your research to report information on various topics?</p> |

| <p>accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> | | | | | |
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| NJSLS | Student Learning Objectives: | | | | |
| <p>W.4.7.</p> <p>W.4.8.</p> <p>W.4.9.</p> | <ul style="list-style-type: none"> ● Conduct short research projects that build knowledge through investigation of different aspects of a topic. ● 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. ● Draw evidence from literacy or informational texts to support analysis, reflection, and research. <p>(a)Apply <i>grade 4 Reading</i> standards to literature (e.g., Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text {e.g., a character’s thoughts, words, or actions}.)</p> <p>(b)Apply <i>grade 4 Reading</i> standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text”)</p> | | | | |
| | <table border="1"> <thead> <tr> <th data-bbox="327 743 957 854">Model Lessons/Performance Tasks Instructional Strategies/Assessments</th> <th data-bbox="957 743 1934 854">Interdisciplinary Connections/Internet and other Resources</th> </tr> </thead> <tbody> <tr> <td data-bbox="327 854 957 1365"> <ul style="list-style-type: none"> ● Generate a research project on a topic such as an author study, animal, or historical event ● Present research projects to peers ● Gather information from various sources (both print and digital) to incorporate into their research and knowledge base ● Practice note taking in learning logs/journals ● Complete a graphic organizer after finding information on predetermined categories through various sources <p>Assessments:</p> </td> <td data-bbox="957 854 1934 1365"> <p>Classroom library</p> <ul style="list-style-type: none"> ● Paired Books Fiction/Non-Fiction (Thematic) ● Non-fiction Periodicals ● <i>Time for Kids</i> magazine ● www.writingfix.com ● www.unitedstreaming.com ● www.brainpop.com ● http://kids.britannica.com ● http://languagearts.pppst.com/writing.htm ● www.slideshare.net ● http://www.kerpoof.com/ ● http://www.teachingideas.co.uk/english/contents_writingnonfiction.htm ● http://www.factmonster.com </td> </tr> </tbody> </table> | Model Lessons/Performance Tasks Instructional Strategies/Assessments | Interdisciplinary Connections/Internet and other Resources | <ul style="list-style-type: none"> ● Generate a research project on a topic such as an author study, animal, or historical event ● Present research projects to peers ● Gather information from various sources (both print and digital) to incorporate into their research and knowledge base ● Practice note taking in learning logs/journals ● Complete a graphic organizer after finding information on predetermined categories through various sources <p>Assessments:</p> | <p>Classroom library</p> <ul style="list-style-type: none"> ● Paired Books Fiction/Non-Fiction (Thematic) ● Non-fiction Periodicals ● <i>Time for Kids</i> magazine ● www.writingfix.com ● www.unitedstreaming.com ● www.brainpop.com ● http://kids.britannica.com ● http://languagearts.pppst.com/writing.htm ● www.slideshare.net ● http://www.kerpoof.com/ ● http://www.teachingideas.co.uk/english/contents_writingnonfiction.htm ● http://www.factmonster.com |
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| | <ul style="list-style-type: none"> • The New Jersey Student Learning Assessment (NJSLA) • Observation • Checklists • Anecdotal Notes • Writing Rubric | <ul style="list-style-type: none"> • Career Exploration through leveled texts • Google Suites |
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Writing

Timeline - September - June

| Writing | |
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| Range of Writing | |
| <p>NJSLSA.W10. Write 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 range of tasks, purposes, and audiences.</p> | <p>Essential Questions:</p> <p>In what ways does writing vary when writing for a different audience?</p> <p>How can writing communicate ideas and deepen understanding?</p> <p>In what ways does writing vary when given different amounts of time?</p> <p>Are you able to complete writing pieces within a specific time limit?</p> <p>Can you compose pieces for a variety of audiences (peers, adults, internet, etc.)?</p> |
| NJSLS Student Learning Objectives: | |
| <p>W.4.10.</p> | <ul style="list-style-type: none"> • Write routinely over extended time frames (<i>time for research, reflection, and revision</i>) and shorter time frames (<i>a single sitting or a day or two</i>) for a range of discipline- specific tasks, purposes and audiences. |

| | Model Lessons/Performance Tasks Instructional Strategies/Assessments | Interdisciplinary Connections/Internet and other Resources |
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| | <ul style="list-style-type: none"> ● Respond to writing prompts in learning logs/journals to various prompts within a specific time limit ● Compose pieces for a variety of audiences (peers, teachers, adults, internet, etc.) ● Students select a topic of choice and determine the appropriate style of writing and audience for their work during writer's workshop <p>Assessments:</p> <ul style="list-style-type: none"> ● The New Jersey Student Learning Assessment (NJSLA) ● Observation ● Checklists ● Anecdotal Notes/Writing Rubric | <ul style="list-style-type: none"> ● Benchmark Advance ● Center Flip Charts ● Benchmark Advance CD ● Benchmark Advance Practice Book <p>Benchmark Advance Grade 4 Resources</p> <ul style="list-style-type: none"> ● www.writingfix.com ● www.slideshare.net ● http://www.kerpoof.com/ ● http://teacher.scholastic.com/writewit/ ● http://its.leesummit.k12.mo.us/writing.htm ● www.educationworld.com ● www.creative-writing-now.com ● Career Exploration through leveled texts ● Google Suites |

Speaking & Listening

Timeline: September - June

| Comprehension and Collaboration/Presentation of Knowledge & Ideas | |
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| Enduring Understandings: NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse | Essential Questions: Why is it necessary to work and discuss in collaborative groups? |

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| <p>partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> | <p>Why is paraphrasing of various sources important to comprehend the given text?</p> <p>Why is it important to identify the main idea and supporting details?</p> <p>Why is it important to be able to clearly present a report on a given topic?</p> <p>Why is it important to include multimedia components in presentations?</p> <p>Why is it important to be able to identify the differences between formal and informal "English"?</p> |
| NJSLS | Student Learning Objectives: |
| SL.4.1 | <ul style="list-style-type: none"> Engage effectively in a range of collaborative discussions (<i>one-on-one, in groups, and teacher-led</i>) with diverse partners on <i>grade 4 topics and texts</i>, 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. | <ul style="list-style-type: none"> Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). |
| SL.4.3. | <ul style="list-style-type: none"> Identify the reasons and evidence a speaker provides to support particular points. |
| SL.4.4 | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Add audio recordings and visual displays to presentations when appropriate enhance the development of main ideas and themes. |

| SL.4.6. | <ul style="list-style-type: none"> ● 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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| | <table border="1"> <thead> <tr> <th data-bbox="394 375 1220 451">Model Lessons/Performance Tasks Instructional Strategies/Assessments</th><th data-bbox="1220 375 1932 451">Interdisciplinary Connections/Internet and other Resources</th></tr> </thead> <tbody> <tr> <td data-bbox="394 451 1220 1291"> <ul style="list-style-type: none"> ● Work in partners and group settings on building upon ideas that are presented to the group in a collaborative and supportive way ● Ask questions when clarification is needed or explain their own thoughts and ideas more clearly throughout a discussion ● Participate in an author's chair to provide feedback and ask questions about a student's writing ● Discuss a topic provided by the teacher that can be controversial to practice sharing one's opinions and experiences in an effective manner ● Conduct daily classroom meetings to share events outside the classroom to build community and encourage communication ● Invite students to brainstorm all of the jobs in state government they can name (governor, senator, etc.) and write each on an index card. ● Using online government sites, students can categorize jobs as executive, legislative, and judicial, placing the index cards in categories. ● Ask students to research one job each, with the goal of writing a letter to find out more. Using Internet sites, they should name a present holder of the job, list the role and </td><td data-bbox="1220 451 1932 1291"> <ul style="list-style-type: none"> ● Benchmark Advance ● Center Flip Charts ● My IStory - application for iPad/iPhone ● www.writingfix.com ● www.slideshare.net ● http://www.kerpoof.com/ ● http://voicethread.com ● http://www.kidsclick.org ● http://its.leesummit.k12.mo.us/writing.htm ● Career Exploration through leveled text </td></tr> </tbody> </table> | Model Lessons/Performance Tasks Instructional Strategies/Assessments | Interdisciplinary Connections/Internet and other Resources | <ul style="list-style-type: none"> ● Work in partners and group settings on building upon ideas that are presented to the group in a collaborative and supportive way ● Ask questions when clarification is needed or explain their own thoughts and ideas more clearly throughout a discussion ● Participate in an author's chair to provide feedback and ask questions about a student's writing ● Discuss a topic provided by the teacher that can be controversial to practice sharing one's opinions and experiences in an effective manner ● Conduct daily classroom meetings to share events outside the classroom to build community and encourage communication ● Invite students to brainstorm all of the jobs in state government they can name (governor, senator, etc.) and write each on an index card. ● Using online government sites, students can categorize jobs as executive, legislative, and judicial, placing the index cards in categories. ● Ask students to research one job each, with the goal of writing a letter to find out more. Using Internet sites, they should name a present holder of the job, list the role and | <ul style="list-style-type: none"> ● Benchmark Advance ● Center Flip Charts ● My IStory - application for iPad/iPhone ● www.writingfix.com ● www.slideshare.net ● http://www.kerpoof.com/ ● http://voicethread.com ● http://www.kidsclick.org ● http://its.leesummit.k12.mo.us/writing.htm ● Career Exploration through leveled text |
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| | <p>responsibilities of the job, and note if the person has been in the news recently and concerning what issues.</p> <p>Assessments:</p> <ul style="list-style-type: none"> ● The New Jersey Student Learning Assessment (NJSLA) ● Observations ● Checklists ● Anecdotal Notes | |
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Language

Timeline: September -June

| Conventions of Standard English/Knowledge of Language | |
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| <p>Enduring Understandings:</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | <p>Essential Questions:</p> <p>To what extent does knowledge of grammar help me to become a better reader, writer, and speaker?</p> <p>How can we share ideas effectively?</p> <p>How can you use digital media and visual displays of data to enhance presentations?</p> |
| <p>L.4.1.</p> <ul style="list-style-type: none"> ● Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (a) Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>) (b) Form and use the progressive (e.g. <i>I was walking; I am walking; I will be walking</i>) verb tenses. (c) Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. (d) Other adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than a <i>red small bag</i>). | |

| <p>L.4.2</p> | <p>(e) Form and use prepositional phrases.</p> <p>(f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>(g) Correctly use frequently confused words (eg.,<i>to,too,two: there, their</i>)</p> <p>● Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <p>(a) Use correct capitalization.</p> <p>(b) Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>(c) Use a comma before a coordinating conjunction in a compound sentence.</p> <p>(d) Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.3</p> <p>● Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a). Choose words and phrases to convey ideas precisely.</p> <p>b). Choose punctuation for effect.</p> <p>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)</p> | | | | |
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| | <ul style="list-style-type: none"> • Observation • Checklists • Anecdotal Notes <p>Writing Rubric</p> | <ul style="list-style-type: none"> • http://www.mrsrenz.net/langartslinks.htm • Career Exploration through leveled texts • Google Suites |
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Language

| Vocabulary Acquisition and Use | | |
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| <p>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> | | <p>Essential Questions:</p> <p>What tools can we use to determine and clarify the meanings of words?</p> <p>Why do some words have different meanings and how are they alike?</p> <p>To what extent does knowledge of vocabulary help clarify multiple-meaning words, roots, prefixes, suffixes, and affixes?</p> <p>How do using reference materials assist in understanding the meaning of words and phrases?</p> <p>Why is it important to understand and utilize figurative language?</p> <p>Why is it important to understand and utilize words and phrases that pertain to a particular topic?</p> |
| SLS | Student Learning Objectives: | |
| L.4.4. | <ul style="list-style-type: none"> • Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> (a) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of word or phrase. (b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). | |

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| <p>L.4.5.</p> | <p>(c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses,) both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <ul style="list-style-type: none"> • Demonstrate understanding of figurative language, word relationships and nuances in word meanings. <p>(a) Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as picture</i>) in context.</p> <p>(b) Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>(c) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> |
| <p>L.4.6</p> | <ul style="list-style-type: none"> • 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., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation) |

| | <p>Model Lessons/Performance Tasks Instructional Strategies/Assessments</p> | <p>Interdisciplinary Connections/Internet and other Resources</p> |
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| | <ul style="list-style-type: none"> • Create a personal dictionary of new words that students encounter • Utilize both print and digital resources to find the meaning of words and phrases • Categorize/Classify words based on their prefixes, suffixes and root words • Utilize print and digital thesaurus to replace overly-used words • Utilize a chart to tally the number of times students in a class utilize vocabulary words in writing or spoken compositions and conversations correctly <p>Assessments:</p> <ul style="list-style-type: none"> • The New Jersey Student Learning Assessment (NJSLA) • Observation | <ul style="list-style-type: none"> • Benchmark Advance Classroom library • Paired Books Fiction/Non-Fiction (Thematic) • Non-fiction Periodicals • <i>Time for Kids</i> magazine • Center Flip Charts • Benchmark Advance website • Benchmark Advance Grade 4 Resources • www.writingfix.com • www.unitedstreaming.com • www.brainpop.com • http://kids.britannica.com • http://languagearts.pppst.com/writing.htm • http://cybraryman.com/reading.html • http://www.woodlands-junior.kent.sch.uk/interative/literacy2.htm |

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