

SOUTH HARRISON TOWNSHIP ELEMENTARY SCHOOL DISTRICT



Committed to Excellence

Course Name: English Language Arts (E/LA)	Grade Level(s): 4
BOE Adoption Date: October 2017	Revised Date (s):

ABSTRACT

The New Jersey Student Learning Standards seek to lay a foundation for college and career readiness. To do this it requires students to read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas.

As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual. In Fourth grade students continue to build upon the foundation laid by understandings gained in previous grades.

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Mission Statement

The primary goal of the South Harrison Township Elementary School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including the Every Student Succeeds Act (ESSA), the New Jersey Student Learning Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring Home and School Association (HSA) and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Curriculum and Instruction Goals

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and intermediate benchmarking

Philosophy of the Shared Curriculum Service with Kingsway Regional School District

Together in its partnership with the South Harrison Township Elementary School District, the Kingsway Curriculum & Instruction Department is committed to providing all students grades K-12 with an engaging and quality curricular experience that aligns with the New Jersey Student Learning Standards (NJ SLS) for mathematics and English-Language Arts as well as the NJ Core Curriculum Content Standards (NJCCCS) for all other core disciplines. It is the goal of this shared service to provide students with curricular and educational experiences that allows them to succeed as they move on to the middle and high school level. Through this shared service, both horizontal and vertical alignment is stressed at and within each grade level with the aim of developing life-long learners who are college and career ready upon graduation from high school. Additionally, classroom instruction will be designed to meet the unique learning desires of all children and will be differentiated according to the needs of each learner. Whether through added support or enrichment activities, it is the role of the educator in the classroom

to ensure students are reaching their highest level of social, emotional, and academic growth each school year. A combination of summative, formative, and performance-based assessments will be used to assess students' understanding and acquisition of necessary concepts and skills. Group work, projects, and a variety of co-curricular activities will make mathematics more meaningful and aid in the understanding of its application across all disciplines as well as in life.

How to Read this Document

This document contains a pacing guide and curriculum units. The pacing guides serve to deliver an estimated timeframe as to when noted skills and topics will be taught. The pacing of each course, however, will differ slightly depending upon the unique needs of each class. The curriculum units contain more detailed information as to the specific skills and concepts that are introduced as well as how students will be assessed. The terms and definitions below will assist the reader in better understanding the sections and components of this curriculum document.

Terms to Know

- 1. Accommodation(s):** The term "accommodation" may be used to describe an *alteration* of environment, curriculum format, or equipment that allows an individual with a disability to gain access to content and/or complete assigned tasks. They allow students with disabilities to pursue a regular course of study. The term accommodation is often used interchangeable with the term modification. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with added assistance in that achievement. Since accommodations do not alter what is being taught, instructors should be able to implement the same grading scale for students with disabilities as they do for students without disabilities.
- 2. Differentiated Instruction:** Differentiation of instruction relies on the idea that instructional approaches should be tailored to each individual student's learning needs. It provides students an array of options during the learning process that allows them make sense of ideas as it relates to them. The integration of differentiated instructional techniques is a curriculum design approach to increase flexibility in teaching and decrease the barriers that frequently limit student access to materials and learning in classrooms.
- 3. Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
- 4. Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
- 5. Formative Assessment(s):** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve

teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.

6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJ SLS and NJCCCS are noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.
10. **Model Assessment:** Within the model curriculum, model assessments are provided that included assessments that allow for measuring student proficiency of those target skills as the year of instruction progresses.
11. **Model Curriculum:** The model curriculum has been provided by the state of New Jersey to provide a "model" for which districts can properly implement the New Jersey Student Learning Standards and New Jersey Core Curriculum Content Standards by providing an example from which to work and/or a product for implementation.
12. **Modification(s):** The term "modification" may be used to describe a *change* in the curriculum. Modifications are typically made for students with disabilities who are unable to comprehend all of the content an instructor is teaching. The term modification is often used interchangeable with the term accommodations. However, it is important to remember that modifications change or modify the intended learning goal while accommodations result in the same learning goal being expected but with assistance in that achievement.
13. **Performance Assessment(s):** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student's knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).

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- 14. Standard(s):** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
- **State:** The New Jersey Core Curriculum Content Standards (NJCCCS) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; and 21st-Century Life and Careers.*
 - **NJ Student Learning Standards:** Standards for mathematics and English-language arts literacy are part of the New Jersey Student Learning Standards (NJ SLS) which are nationally adopted standards coordinated by the Council of Chief States School Officers (CCSSO) and the National Governor’s Association (NGA) in partnership with other national organizations.
- 15. Summative Assessment(s):** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
- 16. 21st Century Skill(s):** These skills emphasis the growing need to focus on those skills that prepare students successfully by focusing on core subjects and 21st century themes; learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Proficiencies and Pacing:

Course Name: English Language Arts – Grade 4

Unit Title:	Duration/ Month(s)	Related Standards (NJ SLS)	Learning Goals	Topics and Skills
Unit 1	8 weeks	<p>READING Primary Focus Standards: RL/RI.4.1 RL/RI.4.2 RL/RI.4.4 RL/RI.4.6 RF.4.3.a RF.4.4.a,b,c</p> <p>WRITING Primary Focus Standards: NJ SLS W.4.3. a, b, c, d, e NJ SLS W.4.4 NJ SLS W.4.5 NJ SLS W.4.6 NJ SLS W.4.9 NJ SLS W.4.10</p> <p>SPEAKING & LISTENING SL.4.1 SL.4.5 SL.4.6</p>	<p>Students will be able to:</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 inferences from the text. • Determine the key details to identify theme in a story, drama, or poem and summarize the text. • Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. • Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. • Know and apply grade-level phonics and word analysis skills in decoding words. • Read with sufficient accuracy and fluency to support comprehension. • Write narratives to develop real or imagined experiences or events using narrative 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read • Make personal connections, make connections to other texts, and/or make global connections when relevant • Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text • Refer to the text when drawing conclusions as well as when answering directly stated questions • Identify the key details of a text that support the main idea • Analyze the actions and thoughts of characters or speakers in texts, looking for patterns • Determine the theme or main idea of the text • Summarize the key points of a text • Explain how the author supports main ideas in informational text with key details • Determine the meaning of words and phrases in a text • Identify words that allude to mythological characters (ie: Herculean) • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) • Identify metaphors and similes • Identify the narrator’s point of view • Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view • Identify similarities and differences between firsthand and

Unit Title:	Duration/ Month(s)	Related Standards (NJ SLS)	Learning Goals	Topics and Skills
			<p>technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • 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. • Draw evidence from literary or informational texts to support analysis, reflection, and research. • Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	<p>secondhand accounts</p> <ul style="list-style-type: none"> • Explain how the point of view impacts the delivery of information in the text • Identify specific strategies for decoding words in texts • Apply the specific strategies for decoding and spelling multisyllabic words • Use various strategies to understand text and read with purpose • Read grade-level poetry and prose aloud accurately • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension • Speak for a variety of purposes • Distinguish between formal and informal discourse • Adapt speech to a variety of contexts and tasks • Compose a story hook to engage the reader • Establish the story’s background or situation • Introduce a narrator and/or characters • Purposefully arrange events to make the story flow • Use dialogue and description to develop experiences and events • Show the responses of characters to situations, when appropriate • Use a variety of transitional words and phrases to manage the sequence of events • Use concrete words and phrases to relay story details • Use sensory details to convey experiences and events precisely • Provide a conclusion that follows from the narrated experiences or events • Produce writing that is clear and understandable to the reader

Unit Title:	Duration/ Month(s)	Related Standards (NJ SLS)	Learning Goals	Topics and Skills
				<ul style="list-style-type: none"> • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer’s designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose • Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) • Use digital tools • Use technology for producing and publishing writing, and collaborating with others • Demonstrate proficiency in keyboarding skills • Type at least one page in a single setting • Use strategies for reading literary and informational text to investigate topics • Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events • Explain how an author uses proof to support a point in informational text • Prove each point with evidence from the text • Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject • Produce numerous pieces of writing over various time frames

Unit Title:	Duration/ Month(s)	Related Standards (NJ SLS)	Learning Goals	Topics and Skills
Unit 2	10 weeks	<p>READING Primary Focus Standards: RL/RI.4.1 RL/RI.4.2 RL/RI.4.4 RL/RI.4.6 RF.4.3.a RF.4.4.a,b,c</p> <p>WRITING Primary Focus Standards: NJ SLS W.4.1. a, b, c, d, e NJ SLS W.4.4 NJ SLS W.4.5 NJ SLS W.4.6 NJ SLS W.4.9 NJ SLS W.4.10</p> <p>SPEAKING & LISTENING SL.4.1 SL.4.5 SL.4.6</p>	<p>Students will be able to:</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 inferences from the text. • Determine the key details to identify theme in a story, drama, or poem and summarize the text. • Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. • Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. • Know and apply grade-level phonics and word analysis skills in decoding words. • Read with sufficient accuracy and fluency to support comprehension. • Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • Produce clear and coherent writing in which the 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Distinguish fact from opinions • Organize text by using a specific organizational structure (i.e.: cause/effect chronological order, etc) • Group supporting details to support the writer’s purpose • Introduce a topic or text clearly • State an opinion to be supported with evidence • Write a thesis statement to focus the writing • Logically order reasons that are supported by facts • Support the opinion with facts and details from texts or other sources • Use transitional words and phrases to connect opinions to reasons • Write a conclusion related to the opinion presented • Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer’s designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose • Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) • Use digital tools • Use technology for producing and publishing writing, and collaborating with others

Unit Title:	Duration/ Month(s)	Related Standards (NJ SLS)	Learning Goals	Topics and Skills
			<p>development and organization are appropriate to task, purpose, and audience.</p> <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. • 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. • Draw evidence from literary or informational texts to support analysis, reflection, and research. • Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	<ul style="list-style-type: none"> • Demonstrate proficiency in keyboarding skills • Type at least one page in a single setting • Produce numerous pieces of writing over various time frames • Develop skills in research • Reflect on and revise writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose • Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read • Make personal connections, make connections to other texts, and/or make global connections when relevant • Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text • Refer to the text when drawing conclusions as well as when answering directly stated questions • Identify the key details of a text that support the main idea • Analyze the actions and thoughts of characters or speakers in texts, looking for patterns • Determine the theme or main idea of the text • Summarize the key points of a text • Explain how the author supports main ideas in informational text with key details • Determine the meaning of words and phrases in a text • Identify words that allude to mythological characters (ie: Herculean) • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) • Identify metaphors and similes • Identify the narrator’s point of view • Find the similarities and differences in the narration between a

Unit Title:	Duration/ Month(s)	Related Standards (NJ SLS)	Learning Goals	Topics and Skills
				<p>story written in first person and a story written in third person point of view</p> <ul style="list-style-type: none"> • Identify similarities and differences between firsthand and secondhand accounts • Explain how the point of view impacts the delivery of information in the text • Identify specific strategies for decoding words in texts • Apply the specific strategies for decoding and spelling multisyllabic words • Use various strategies to understand text and read with purpose • Read grade-level poetry and prose aloud accurately • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension • Speak for a variety of purposes • Distinguish between formal and informal discourse • Adapt speech to a variety of contexts and tasks
Unit 3	10 weeks	READING Primary Focus Standards: RL/RI.4.1 RL/RI.4.2 RI.4.3 RI.4.4 RI.4.5 RI.4.6 RI.4.7 RI.4.8 RI.4.9 RF.4.3.a	Students will be able to: <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 inferences from the text. • Determine the main idea of a text and explain how it is supported by key details; summarize the text. • Explain events, procedures, 	Students will be able to: <ul style="list-style-type: none"> • Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read • Make personal connections, make connections to other texts, and/or make global connections when relevant • Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text • Refer to the text when drawing conclusions as well as when answering directly stated questions • Identify the key details of a text that support the main idea • Analyze the actions and thoughts of characters or speakers

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		<p>RF.4.4.a,b,c</p> <p>WRITING Primary Focus Standards: NJ SLS W.4.2. a, b, c, d, e NJ SLS W.4.4 NJ SLS W.4.5 NJ SLS W.4.6 NJ SLS W.4.8 NJ SLS W.4.10</p> <p>SPEAKING & LISTENING SL.4.1 SL.4.3 SL.4.5 SL.4.6</p>	<p>ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <ul style="list-style-type: none"> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>. 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. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. 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 	<p>in texts, looking for patterns</p> <ul style="list-style-type: none"> Determine the theme or main idea of the text Summarize the key points of a text Explain how the author supports main ideas in informational text with key details Read text closely to identify key details Explain how or why historical events, scientific ideas or “how to” procedures happened Use the text to support their answers Determine the meaning of words and phrases in a text Identify words that allude to significant characters (i.e.: Herculean) Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) Identify metaphors and similes Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc) Identify similarities and differences between firsthand and secondhand accounts Explain how the point of view impacts the delivery of information in the text Analyze information presented in various formats to identify the key details Understand what is heard, viewed, or presented through various media formats to help make meaning of the text Explain how the information presented in various formats aids to the overall meaning Identify reasons and evidence an author uses to support a claim Describe how an author uses proof to support a point in the text

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			<p>particular points in a text.</p> <ul style="list-style-type: none"> • 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. • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • 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. • Recall relevant information from 	<ul style="list-style-type: none"> • Read two texts closely on the same subject to identify key details • Synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject • Identify specific strategies for decoding words in texts • Apply the specific strategies for decoding and spelling multisyllabic words • Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension • Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer’s designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose • Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)

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			<p>experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <ul style="list-style-type: none"> Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	<ul style="list-style-type: none"> Use digital tools Use technology for producing and publishing writing, and collaborating with others Demonstrate proficiency in keyboarding skills Type at least one page in a single setting Research information from print and digital sources Integrate information from personal experience Take notes and organize their information into categories List the sources used Produce numerous pieces of writing over various time frames Develop skills in research Reflect on and revise writing Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 4	8 weeks	<p>READING Primary Focus Standards: RI.4.1 RI.4.3 RI.4.4 RI.4.5 RI.4.6 RI.4.7 RI.4.8 RI.4.9 RF.4.3.a RF.4.4.a,b,c</p> <p>WRITING Primary Focus Standards:</p>	<p>Students will be able to:</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 inferences from the text. 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. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic</i> 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read Make personal connections, make connections to other texts, and/or make global connections when relevant Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text Refer to the text when drawing conclusions as well as when answering directly stated questions Identify the key details of a text that support the main idea Analyze the actions and thoughts of characters or speakers in texts, looking for patterns Determine the theme or main idea of the text

Unit Title:	Duration/ Month(s)	Related Standards (NJ SLS)	Learning Goals	Topics and Skills
		NJ SLS W.4.1. a, b, c, d, e NJ SLS W.4.4 NJ SLS W.4.5 NJ SLS W.4.6 NJ SLS W.4.9 NJ SLS W.4.10 SPEAKING & LISTENING SL.4.1 SL.4.2 SL.4.3 SL.4.6	<i>or subject area.</i> <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. • Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. • 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. 	<ul style="list-style-type: none"> • Summarize the key points of a text • Explain how the author supports main ideas in informational text with key details • Read text closely to identify key details • Explain how or why historical events, scientific ideas or “how to” procedures happened • Use the text to support their answers • Determine the meaning of words and phrases in a text • Identify words that allude to significant characters (i.e.: Herculean) • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) • Identify metaphors and similes • Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc) • Identify similarities and differences between firsthand and secondhand accounts • Explain how the point of view impacts the delivery of information in the text • Analyze information presented in various formats to identify the key details • Understand what is heard, viewed, or presented through various media formats to help make meaning of the text • Explain how the information presented in various formats aids to the overall meaning • Identify reasons and evidence an author uses to support a claim • Describe how an author uses proof to support a point in the text

Unit Title:	Duration/ Month(s)	Related Standards (NJ SLS)	Learning Goals	Topics and Skills
			<ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • 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. • Draw evidence from literary or informational texts to support analysis, reflection, and research. • Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a 	<ul style="list-style-type: none"> • Read two texts closely on the same subject to identify key details • Synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject • Identify specific strategies for decoding words in texts • Apply the specific strategies for decoding and spelling multisyllabic words • Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension • Distinguish fact from opinions • Organize text by using a specific organizational structure (i.e.: cause/effect chronological order, etc) • Group supporting details to support the writer’s purpose • Introduce a topic or text clearly • State an opinion to be supported with evidence • Write a thesis statement to focus the writing • Logically order reasons that are supported by facts • Support the opinion with facts and details from texts or other sources • Use transitional words and phrases to connect opinions to reasons • Write a conclusion related to the opinion presented • Produce writing that is clear and understandable to

Unit Title:	Duration/ Month(s)	Related Standards (NJ SLS)	Learning Goals	Topics and Skills
			range of discipline-specific tasks, purposes, and audiences.	<p>the reader</p> <ul style="list-style-type: none"> • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer’s designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose • Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) • Use digital tools • Use technology for producing and publishing writing, and collaborating with others • Demonstrate proficiency in keyboarding skills • Type at least one page in a single setting • Produce numerous pieces of writing over various time frames

Unit 1	Recommended Duration: 8 weeks
Unit Description: In this unit, students will be able to independently use their learning to read critically and respond to a variety of complex literary and informational texts by providing insights, details and elaborations. Furthermore, students will use conventions of Standard English when writing and speaking and write narrative essays in response to a given text.	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How do readers and writers construct text to convey a message? • How can you convey a message verbally and non-verbally? • What is the purpose for reading and writing? 	<ul style="list-style-type: none"> • Fiction, non-fiction and narrative pieces engage by providing specific details that support the text. • Text features facilitate the ability to organize, make meaning and raise questions. • Effective readers, and writers use specific formats, details and strategies to understand text. • There are a variety of formats you can use to share information with others.

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
READING Primary Focus Standards: RL/RI.4.1 RL/RI.4.2 RL/RI.4.4 RL/RI.4.6 RF.4.3.a RF.4.4.a,b,c WRITING Primary Focus Standards: NJ SLS W.4.3. a, b, c, d, e NJ SLS W.4.4	<i>Students will be able to:</i> <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 inferences from the text. • Determine the key details to identify theme in a story, drama, or poem and summarize the text. • Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. • Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. 	<i>Students will be able to:</i> <ul style="list-style-type: none"> • Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read • Make personal connections, make connections to other texts, and/or make global connections when relevant • Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text • Refer to the text when drawing conclusions as well as when answering directly stated questions

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
<p>NJ SLS W.4.5 NJ SLS W.4.6 NJ SLS W.4.9 NJ SLS W.4.10</p> <p>SPEAKING & LISTENING SL.4.1 SL.4.5 SL.4.6</p>	<ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills in decoding words. • Read with sufficient accuracy and fluency to support comprehension. • Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • 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. • Draw evidence from literary or informational texts to support analysis, reflection, and research. <p>Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> • Identify the key details of a text that support the main idea • Analyze the actions and thoughts of characters or speakers in texts, looking for patterns • Determine the theme or main idea of the text • Summarize the key points of a text • Explain how the author supports main ideas in informational text with key details • Determine the meaning of words and phrases in a text • Identify words that allude to mythological characters (ie: Herculean) • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) • Identify metaphors and similes • Identify the narrator’s point of view • Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view • Identify similarities and differences between firsthand and secondhand accounts • Explain how the point of view impacts the delivery of information in the text • Identify specific strategies for decoding words in texts • Apply the specific strategies for decoding and spelling multisyllabic words

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
		<ul style="list-style-type: none"> • Use various strategies to understand text and read with purpose • Read grade-level poetry and prose aloud accurately • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension • Speak for a variety of purposes • Distinguish between formal and informal discourse • Adapt speech to a variety of contexts and tasks • Compose a story hook to engage the reader • Establish the story’s background or situation • Introduce a narrator and/or characters • Purposefully arrange events to make the story flow • Use dialogue and description to develop experiences and events • Show the responses of characters to situations, when appropriate • Use a variety of transitional words and phrases to manage the sequence of events • Use concrete words and phrases to relay story details • Use sensory details to convey experiences and events precisely • Provide a conclusion that follows from the narrated experiences or events

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
		<ul style="list-style-type: none"> • Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer’s designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose • Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) • Use digital tools • Use technology for producing and publishing writing, and collaborating with others • Demonstrate proficiency in keyboarding skills • Type at least one page in a single setting • Use strategies for reading literary and informational text to investigate topics • Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
		<ul style="list-style-type: none"> • Explain how an author uses proof to support a point in informational text • Prove each point with evidence from the text • Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject <ul style="list-style-type: none"> • Produce numerous pieces of writing over various time frames

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<p>Reading PARCC Evidence Tables Point of View Video Main Idea Practice Inference Practice Read Aloud Strategy Circle Plot Diagram Fluency packet Reading conferences</p> <p>Writing/Language Brainstorm Before Writing Conferencing Video Compare/Contrast Map Essay Map Implementing the Writing Process Mini Lessons Writing Samples Spelling practice</p>	<ul style="list-style-type: none"> • Common Summative Assessment Unit 1 • Words Their Way assessment biweekly • Calkins’ Narrative Essay • Monthly Fluency assessments • Schoolwide Launching Unit assessment • Fountas and Pinnell’s Running Records 	<ul style="list-style-type: none"> • Students will self-select a “just right” book during independent reading time. • Reading and Writing Conferences • Collaboration and discussions – see rubric • Book Talk – At the end of the unit, students will be asked to formally talk about a book they have recently finished. 	<ul style="list-style-type: none"> • Text based questions weekly • Annotating texts weekly • Words Their Way menus biweekly • POV Narrative Essay (Calkins Narrative)

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<p> Various ELA Practices Word Relationships Grammar Practice More Grammar Practice Flocabulary Context Clues </p> <p> Speaking & Listening Notes for Discussions Video Text Talk Time Literature Circles Speaking and Listening Rubric In Character Presentation Crafting a Persuasive Speech New Report </p> <p> Critical Thinking Current Event Articles Smithsonian TweenTribune Newsela Whole Brain Teaching Video Critical Thinking Lesson Plans </p>			

Possible Assessment Modifications /Accommodations			
Special Education Students	English Language Learners	At-Risk learners	Advanced Learners
<ul style="list-style-type: none"> -Modify number of questions required -Modify format by grouping like skills -Provide word bank with only a few choices per section -Read aloud questions/directions -Extended time -Allow for oral extension of answers -Alternative assessment - ie.project based -Small group testing 	<ul style="list-style-type: none"> -Oral reading of questions/directions -Allow for oral responses -Extended time -Review of answers to ensure clarity of answers due to possible spelling errors -Embed diagrams and/or pictures throughout 	<ul style="list-style-type: none"> -Provide word bank -Monitor understanding of questions -Allow for oral response as needed -Additional time as needed -Embed diagrams and/or pictures throughout 	<ul style="list-style-type: none"> -Provide choice menus -Allow for demonstration of skill in additional context ie. story

Possible Assessment Modifications /Accommodations			
-Read passages if assessing comprehension			

Instructional Strategies			
<ul style="list-style-type: none">• Reciprocal Teaching• Anticipation Guide, Directed Thinking-Reading, Question My Textbook Think Sheet, Predict-o-Gram, KWL Charts• Interactive Read-Alouds• Sustained Silent Reading• Literature Circles• Group and/or Individual Discussions; Conferencing• Modeling• Reader's Theater; Puppet Theater• Journal Writing: Reading Response, Dialogue Journals, etc.• Note-Taking; Interviewing• The Writing Process• Oral Presentations and/or Demonstrations• Web Based Media, and short Film Clips Related To Learning• Think-Pair-Share/Turn and Talk• Stations; RAFT; Jigsaw; Graphic Organizers• Biography Reports and/or Walks; Role Playing• Sharing Showcase; Book Project Presentations; iMovie and Podcasts• Debate; Timelines• Commercials/Talk Show Response• Tiered Instruction of Open-Ended Responses• Mini Lessons and Guided practice on asking questions, researching answers, evaluating the validity of resources, paraphrasing and highlighting relevant information and on key writing elements and skills.• Academic games,• Literacy Workstations,• Interactive Writing, Shared Writing, Independent Writing• Dramatize stories• Word pattern spelling sorts• Read Aloud			

Instructional Strategies
<ul style="list-style-type: none"> • Model think aloud comprehension strategies • Modeling • Choice Menus • Reading logs/journals

Possible Instructional Modifications /Accommodations/Differentiation			
Special Education Students	English Language Learners	At-Risk learners	Advanced Learners
-Provide graphic organizers -Provide sentence starters for writing -Provide fill-in the blank for notes -Provide cloze paragraphs for students to utilize when writing in particular formats -Reteach/reword classroom information -Provide study guides -Small group reading and/or lessons -Use of supplemental and/or leveled materials	-Provide audio books of texts, as available -Provide additional clarification of information/directions -Use of supplementary materials -Small group instruction as needed -Use of bilingual dictionaries -Completed notes	-Provide audio books when available to allow for additional readings -Question frequently -Study guides -Reading intervention services	-Provide higher level materials -Use of higher level questioning and the use of TDQs -Provide projects for extension of skills

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
Career Ready Practices CRP1 Act a responsible and contributing citizen and employee. CRP2 Apply academic and technical skills. CRP4 Communicate and clearly and effectively and with reason. CRP6 Demonstrate creativity and innovation.	Technology: Google Docs-A-Teacher to student feedback Laptops-A-Teacher to student feedback Promethean Board-S-Notetaking	Global Awareness: <ul style="list-style-type: none"> • Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. 	Critical Thinking <ul style="list-style-type: none"> • Use deductive reasoning appropriately to analyze literature • Effectively analyze literature and evaluate textual evidence to support analysis • Synthesize and make connections (text to self, text to text, text to world)

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
	iPads-A-Student vocabulary games and applications		<ul style="list-style-type: none"> • Interpret information and draw conclusions <p>Communication and Collaboration</p> <ul style="list-style-type: none"> • Use communications skills to analyze texts and present information • Demonstrate ability to work effectively and respectfully with diverse teams • Collaborate with others on a wide range of topics and areas <p>Life and Career Skills</p> <ul style="list-style-type: none"> • Utilize time and manage workload efficiently • Go beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise <p>Social and Cross-Cultural Skills</p> <ul style="list-style-type: none"> • Respond open-mindedly to different values and skills. • Know when it is appropriate when to listen and when to speak (Socratic Seminar)

Resources
<p><u>Texts/Materials:</u> Lucy Calkins’ Writing Unit #1 and Mentor Texts Schoolwide Reading Fundamentals Launching Unit and Mentor Texts</p> <p><u>Additional Resources:</u></p> <ul style="list-style-type: none"> • Reference Social Studies, Science, Math and Health curricula for other literary

Resources

connections

- Guided Reading/Grade Level Correlation Guide
- **Matching Books to Readers** by Fountas and Pinnell

Leveling Resources:

<http://www.readinga-z.com>

<http://www.readinga-z.com/basalsearch/>

<http://www.scholastic.com/bookwizard/>

<http://lexile.com/fab/>

Links:

- www.newsela.com
- www.brainpop.com
- www.studyisland.com
- www.learn360.com
- www.rubistar.4teachers.org
- www.acceleratedreader.com
- www.edcite.com
- **Suggested Literature, Exemplars and Performance Tasks:** Please refer to the Common Core Standards Appendix B which contains text exemplars and sample performance tasks as your suggested literature and informational text. (See the table of contents for genre choice). http://www.corestandards.org/assets/Appendix_B.pdf
- Appendix C contains samples of student writing. http://www.corestandards.org/assets/Appendix_C.pdf

Unit 2	Recommended Duration: 10 weeks
Unit Description: In this unit, students will be able to independently use their learning to read critically and respond to a variety of complex literary and informational texts by providing insights, details and elaborations. Furthermore, students will use conventions of Standard English when writing and speaking and write argumentative essays in response to a given text.	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How do authors develop a theme in a text? • How does a writer develop a point of view? • How can I compare and contrast multiple pieces of text? • How can I learn to write literary essays that not only have a thesis that is based on close reading of the text, but that also contain passages from the text (quoted and paraphrased) to support the thesis? • Can I write essays about characters and also about themes, sometimes even writing about two texts in one essay? • How can I develop more complex interpretations of the text and support those interpretations with attention to craft moves that the author has made? • How can I draw on everything I have learned about literacy essay writing in order to write a compare and contrast essay that discusses how two texts address the same theme similarly and differently? 	<ul style="list-style-type: none"> • There are different types and structures of fiction. • Most fiction stories have common elements like characters, setting, plot, conflict, resolution and use a chronological structure. • Dramatic plays read differently from a narrative fictional text. • Writers develop the point of view of a fiction text by including or not including what some or all of the characters think and feel. • A writer’s tone affects a readers’ emotional response to a text. • Writers develop a theme by what their main character does, says, and thinks. • Good readers identify big ideas and supporting details, compare texts in different forms that share similar themes, and synthesize that information in order to deepen their understanding of author’s purpose as it relates to the fiction genre.

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
READING Primary Focus Standards: RL/RI.4.1 RL/RI.4.2 RL/RI.4.4 RL/RI.4.6 RF.4.3.a RF.4.4.a,b,c	Students will be able to: <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 inferences from the text. • Determine the key details to identify theme in a story, drama, or poem and summarize the text. • Determine the meaning of words and phrases as 	Students will be able to: <ul style="list-style-type: none"> • Distinguish fact from opinions • Organize text by using a specific organizational structure (i.e.: cause/effect chronological order, etc) • Group supporting details to support the writer’s purpose • Introduce a topic or text clearly

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
<p>WRITING Primary Focus Standards: NJ SLS W.4.1. a, b, c, d, e NJ SLS W.4.4 NJ SLS W.4.5 NJ SLS W.4.6 NJ SLS W.4.9 NJ SLS W.4.10</p> <p>SPEAKING & LISTENING SL.4.1 SL.4.5 SL.4.6</p>	<p>they are used in a text, including those that allude to significant characters found in literature.</p> <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. • Know and apply grade-level phonics and word analysis skills in decoding words. • Read with sufficient accuracy and fluency to support comprehension. • Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • 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. • Draw evidence from literary or informational texts to support analysis, reflection, and research. • Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	<ul style="list-style-type: none"> • State an opinion to be supported with evidence • Write a thesis statement to focus the writing • Logically order reasons that are supported by facts • Support the opinion with facts and details from texts or other sources • Use transitional words and phrases to connect opinions to reasons • Write a conclusion related to the opinion presented • Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer’s designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose • Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) • Use digital tools • Use technology for producing and publishing writing, and collaborating with others

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
		<ul style="list-style-type: none"> • Demonstrate proficiency in keyboarding skills • Type at least one page in a single setting • Produce numerous pieces of writing over various time frames • Develop skills in research • Reflect on and revise writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose • Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read • Make personal connections, make connections to other texts, and/or make global connections when relevant • Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text • Refer to the text when drawing conclusions as well as when answering directly stated questions • Identify the key details of a text that support the main idea • Analyze the actions and thoughts of characters or speakers in texts, looking for patterns • Determine the theme or main idea of the text • Summarize the key points of a text • Explain how the author supports main ideas in informational text with key details

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
		<ul style="list-style-type: none"> • Determine the meaning of words and phrases in a text • Identify words that allude to mythological characters (ie: Herculean) • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) • Identify metaphors and similes • Identify the narrator’s point of view • Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view • Identify similarities and differences between firsthand and secondhand accounts • Explain how the point of view impacts the delivery of information in the text • Identify specific strategies for decoding words in texts • Apply the specific strategies for decoding and spelling multisyllabic words • Use various strategies to understand text and read with purpose • Read grade-level poetry and prose aloud accurately • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
		<ul style="list-style-type: none"> • Speak for a variety of purposes • Distinguish between formal and informal discourse • Adapt speech to a variety of contexts and tasks

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<p>Reading <u>PARCC Evidence Tables</u> <u>Point of View Video</u> <u>Main Idea Practice</u> <u>Inference Practice</u> <u>Read Aloud Strategy</u> <u>Circle Plot Diagram</u> <u>Fluency packet</u> <u>Reading conferences</u></p> <p>Writing/Language <u>Brainstorm Before Writing</u> <u>Conferencing Video</u> <u>Compare/Contrast Map</u> <u>Essay Map</u> <u>Implementing the Writing Process</u> <u>Mini Lessons</u> <u>Writing Samples</u> <u>Spelling practice</u> <u>Various ELA Practices</u> <u>Word Relationships</u> <u>Grammar Practice</u> <u>More Grammar Practice</u> <u>Flocabulary</u> <u>Context Clues</u></p>	<ul style="list-style-type: none"> • Common Summative Assessment Unit 2 • Words Their Way assessment biweekly • Calkins’ Literary Analysis Essay • Monthly Fluency assessments • Schoolwide Launching Unit assessment • Fountas and Pinnell’s Running Records 	<ul style="list-style-type: none"> • Students will self-select a “just right” book during independent reading time. • <u>Reading and Writing Conferences</u> • Collaboration and discussions – see <u>rubric</u> • <u>Book Talk</u> – At the end of the unit, students will be asked to formally talk about a book they have recently finished. 	<ul style="list-style-type: none"> • Text based questions weekly • Annotating texts weekly • Words Their Way menus biweekly • Literary Analysis Essay (Calkins Literary Analysis)

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<p>Speaking & Listening Notes for Discussions Video Text Talk Time Literature Circles Speaking and Listening Rubric In Character Presentation Crafting a Persuasive Speech New Report</p> <p>Critical Thinking Current Event Articles Smithsonian TweenTribune Newsela Whole Brain Teaching Video Critical Thinking Lesson Plans</p>			

Possible Assessment Modifications /Accommodations			
Special Education Students	English Language Learners	At-Risk learners	Advanced Learners
<ul style="list-style-type: none"> -Modify number of questions required -Modify format by grouping like skills -Provide word bank with only a few choices per section -Read aloud questions/directions -Extended time -Allow for oral extension of answers -Alternative assessment - ie.project based -Small group testing -Read passages if assessing comprehension 	<ul style="list-style-type: none"> -Oral reading of questions/directions -Allow for oral responses -Extended time -Review of answers to ensure clarity of answers due to possible spelling errors -Embed diagrams and/or pictures throughout 	<ul style="list-style-type: none"> -Provide word bank -Monitor understanding of questions -Allow for oral response as needed -Additional time as needed -Embed diagrams and/or pictures throughout 	<ul style="list-style-type: none"> -Provide choice menus -Allow for demonstration of skill in additional context ie. story

Instructional Strategies

- Reciprocal Teaching
- Anticipation Guide, Directed Thinking-Reading, Question My Textbook Think Sheet, Predict-o-Gram, KWL Charts
- Interactive Read-Alouds
- Sustained Silent Reading
- Literature Circles
- Group and/or Individual Discussions; Conferencing
- Modeling
- Reader's Theater; Puppet Theater
- Journal Writing: Reading Response, Dialogue Journals, etc.
- Note-Taking; Interviewing
- The Writing Process
- Oral Presentations and/or Demonstrations
- Web Based Media, and short Film Clips Related To Learning
- Think-Pair-Share/Turn and Talk
- Stations; RAFT; Jigsaw; Graphic Organizers
- Biography Reports and/or Walks; Role Playing
- Sharing Showcase; Book Project Presentations; iMovie and Podcasts
- Debate; Timelines
- Commercials/Talk Show Response
- Tiered Instruction of Open-Ended Responses
- Mini Lessons and Guided practice on asking questions, researching answers, evaluating the validity of resources, paraphrasing and highlighting relevant information and on key writing elements and skills.
- Academic games,
- Literacy Workstations,
- Interactive Writing, Shared Writing, Independent Writing
- Dramatize stories
- Word pattern spelling sorts
- Read Aloud
- Model think aloud comprehension strategies
- Modeling
- Choice Menus
- Reading logs/journals

Possible Instructional Modifications /Accommodations/Differentiation			
<p>Special Education Students</p> <ul style="list-style-type: none"> -Provide graphic organizers -Provide sentence starters for writing -Provide fill-in the blank for notes -Provide cloze paragraphs for students to utilize when writing in particular formats -Reteach/reword classroom information -Provide study guides -Small group reading and/or lessons -Use of supplemental and/or leveled materials 	<p>English Language Learners</p> <ul style="list-style-type: none"> -Provide audio books of texts, as available -Provide additional clarification of information/directions -Use of supplementary materials -Small group instruction as needed -Use of bilingual dictionaries -Completed notes 	<p>At-Risk learners</p> <ul style="list-style-type: none"> -Provide audio books when available to allow for additional readings -Question frequently -Study guides -Reading intervention services 	<p>Advanced Learners</p> <ul style="list-style-type: none"> -Provide higher level materials -Use of higher level questioning and the use of TDQs -Provide projects for extension of skills

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21st Century Themes	21st Century Skills
<p>Career Ready Practices</p> <p>CRP1 Act a responsible and contributing citizen and employee.</p> <p>CRP2 Apply academic and technical skills.</p> <p>CRP4 Communicate and clearly and effectively and with reason.</p> <p>CRP6 Demonstrate creativity and innovation.</p>	<p>Technology:</p> <p>Google Docs-A-Teacher to student feedback</p> <p>Laptops-A-Teacher to student feedback</p> <p>Promethean Board-S-Notetaking</p> <p>iPads-A-Student vocabulary games and applications</p>	<p>Global Awareness:</p> <ul style="list-style-type: none"> • Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Use deductive reasoning appropriately to analyze literature • Effectively analyze literature and evaluate textual evidence to support analysis • Synthesize and make connections (text to self, text to text, text to world) • Interpret information and draw conclusions <p>Communication and Collaboration</p> <ul style="list-style-type: none"> • Use communications skills to analyze texts and present information • Demonstrate ability to work effectively and respectfully with diverse teams

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
			<ul style="list-style-type: none"> • Collaborate with others on a wide range of topics and areas <p>Life and Career Skills</p> <ul style="list-style-type: none"> • Utilize time and manage workload efficiently • Go beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise <p>Social and Cross-Cultural Skills</p> <ul style="list-style-type: none"> • Respond open-mindedly to different values and skills. • Know when it is appropriate when to listen and when to speak (Socratic Seminar)

Resources
<p><u>Texts/Materials:</u> Lucy Calkins’ Writing Literary Analysis Unit (“If...Then”) and Mentor Texts Schoolwide Reading Fundamentals Unit and Mentor Texts</p> <p><u>Additional Resources:</u></p> <ul style="list-style-type: none"> • Reference Social Studies, Science, Math and Health curricula for other literary connections • Guided Reading/Grade Level Correlation Guide • <u>Matching Books to Readers</u> by Fountas and Pinnell <p><u>Leveling Resources:</u> http://www.readinga-z.com http://www.readinga-z.com/basalsearch/ http://www.scholastic.com/bookwizard/</p>

Resources

<http://lexile.com/fab/>

Links:

- www.newsela.com
- www.brainpop.com
- www.studyisland.com
- www.learn360.com
- www.rubistar.4teachers.org
- www.acceleratedreader.com
- www.edcite.com
- **Suggested Literature, Exemplars and Performance Tasks:** Please refer to the Common Core Standards Appendix B which contains text exemplars and sample performance tasks as your suggested literature and informational text. (See the table of contents for genre choice). http://www.corestandards.org/assets/Appendix_B.pdf
- Appendix C contains samples of student writing.
http://www.corestandards.org/assets/Appendix_C.pdf

Unit 3	Recommended Duration: 10 weeks
Unit Description: In this unit, students will be able to independently use their learning to read critically and respond to a variety of complex literary and informational texts by providing insights, details and elaborations. Furthermore, students will use conventions of Standard English when writing and speaking and write informational essays in response to conducting independent/collaborative research on a given topic.	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How does word choice impact the overall meaning of the text? • How does the author’s use of structure affect the meaning of the text? • How does the author’s point of view and purpose shape and direct the text? • How does the use of evidence impact the author’s claim? • How does analyzing more than one text help us to interpret the author’s intent and build our knowledge? • How do readers adapt when text becomes more complex? • What strategies do good writers use to introduce a topic and convey ideas and information clearly? • How can I raise the level of my information writing, in particular my research report writing, by establishing structure, development, and language? • How can I flash draft a report and then reread, re-order, analyze and especially add onto my flash-draft writing in ways that bring the lens of history to that writing? • How can I work on writing a research report that is well-written – that draws readers in, that is packed with specific information, that is structured in a cohesive way. 	<ul style="list-style-type: none"> • Not all information is explicitly or clearly stated in a text. • A text can have more than one main idea. Each main idea has supporting details. • Structures of nonfiction texts vary and can be compared and contrasted. • Not everyone shares the same point of view. There are different points of view about the same topic or event. • A vast amount of print and digital information exists – reliable and unreliable. • Authors use reasons and evidence to support the points they are making within a text. • Information from multiple credible sources and multiple levels of complexity can enhance understanding. • Good writers develop a topic by researching multiple credible sources and organize the information in a logical way.

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
READING Primary Focus Standards: RL/RI.4.1 RL/RI.4.2 RI.4.3	<i>Students will be able to:</i> <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 inferences from the text. 	<i>Students will be able to:</i> <ul style="list-style-type: none"> • Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
<p>RI.4.4 RI.4.5 RI.4.6 RI.4.7 RI.4.8 RI.4.9 RF.4.3.a RF.4.4.a,b,c</p> <p>WRITING Primary Focus Standards: NJ SLS W.4.2. a, b, c, d, e NJ SLS W.4.4 NJ SLS W.4.5 NJ SLS W.4.6 NJ SLS W.4.8 NJ SLS W.4.10</p> <p>SPEAKING & LISTENING SL.4.1 SL.4.3 SL.4.5 SL.4.6</p>	<ul style="list-style-type: none"> • Determine the main idea of a text and explain how it is supported by key details; summarize the text. • 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. • Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>. • 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. • Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. • 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. • Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • Produce clear and coherent writing in which the 	<ul style="list-style-type: none"> • Make personal connections, make connections to other texts, and/or make global connections when relevant • Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text • Refer to the text when drawing conclusions as well as when answering directly stated questions • Identify the key details of a text that support the main idea • Analyze the actions and thoughts of characters or speakers in texts, looking for patterns • Determine the theme or main idea of the text • Summarize the key points of a text • Explain how the author supports main ideas in informational text with key details • Read text closely to identify key details • Explain how or why historical events, scientific ideas or “how to” procedures happened • Use the text to support their answers • Determine the meaning of words and phrases in a text • Identify words that allude to significant characters (i.e.: Herculean) • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
	<p>development and organization are appropriate to task, purpose, and audience.</p> <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. • 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. • 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. • Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	<ul style="list-style-type: none"> • Identify metaphors and similes • Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc) • Identify similarities and differences between firsthand and secondhand accounts • Explain how the point of view impacts the delivery of information in the text • Analyze information presented in various formats to identify the key details • Understand what is heard, viewed, or presented through various media formats to help make meaning of the text • Explain how the information presented in various formats aids to the overall meaning • Identify reasons and evidence an author uses to support a claim • Describe how an author uses proof to support a point in the text • Read two texts closely on the same subject to identify key details • Synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject • Identify specific strategies for decoding words in texts

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
		<ul style="list-style-type: none"> • Apply the specific strategies for decoding and spelling multisyllabic words • Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension • Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer’s designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose • Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
		<ul style="list-style-type: none"> • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) • Use digital tools • Use technology for producing and publishing writing, and collaborating with others • Demonstrate proficiency in keyboarding skills • Type at least one page in a single setting • Research information from print and digital sources • Integrate information from personal experience • Take notes and organize their information into categories • List the sources used • Produce numerous pieces of writing over various time frames • Develop skills in research • Reflect on and revise writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<p>Reading PARCC Evidence Tables Point of View Video Main Idea Practice</p>	<ul style="list-style-type: none"> • Common Summative Assessment Unit 3 • Words Their Way assessment biweekly 	<ul style="list-style-type: none"> • Students will self-select a “just right” book during independent reading time. 	<ul style="list-style-type: none"> • Text based questions weekly • Annotating texts weekly • Words Their Way menus biweekly

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<p><u>Inference Practice</u> <u>Read Aloud Strategy</u> <u>Circle Plot Diagram</u> <u>Fluency packet</u> <u>Reading conferences</u></p> <p>Writing/Language <u>Brainstorm Before Writing</u> <u>Conferencing Video</u> <u>Compare/Contrast Map</u> <u>Essay Map</u> <u>Implementing the Writing Process</u> <u>Mini Lessons</u> <u>Writing Samples</u> <u>Spelling practice</u> <u>Various ELA Practices</u> <u>Word Relationships</u> <u>Grammar Practice</u> <u>More Grammar Practice</u> <u>Flocabulary</u> <u>Context Clues</u></p> <p>Speaking & Listening <u>Notes for Discussions Video</u> <u>Text Talk Time</u> <u>Literature Circles</u> <u>Speaking and Listening Rubric</u> <u>In Character Presentation</u> <u>Crafting a Persuasive Speech</u> <u>New Report</u></p> <p>Critical Thinking <u>Current Event Articles</u> <u>Smithsonian TweenTribune</u></p>	<ul style="list-style-type: none"> • Calkins’ Informational/Explanatory Essay • Monthly Fluency assessments • Schoolwide Launching Unit assessment • Fountas and Pinnell’s Running Records 	<ul style="list-style-type: none"> • <u>Reading and Writing Conferences</u> • Collaboration and discussions – see <u>rubric</u> • <u>Book Talk</u> – At the end of the unit, students will be asked to formally talk about a book they have recently finished. 	<ul style="list-style-type: none"> • Informational/Explanatory Essay (Calkins Informational/Explanatory Unit)

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
Newsela Whole Brain Teaching Video Critical Thinking Lesson Plans			

Possible Assessment Modifications /Accommodations			
Special Education Students	English Language Learners	At-Risk learners	Advanced Learners
-Modify number of questions required -Modify format by grouping like skills -Provide word bank with only a few choices per section -Read aloud questions/directions -Extended time -Allow for oral extension of answers -Alternative assessment - ie.project based -Small group testing -Read passages if assessing comprehension	-Oral reading of questions/directions -Allow for oral responses -Extended time -Review of answers to ensure clarity of answers due to possible spelling errors -Embed diagrams and/or pictures throughout	-Provide word bank -Monitor understanding of questions -Allow for oral response as needed -Additional time as needed -Embed diagrams and/or pictures throughout	-Provide choice menus -Allow for demonstration of skill in additional context ie. story

Instructional Strategies
<ul style="list-style-type: none"> • Reciprocal Teaching • Anticipation Guide, Directed Thinking-Reading, Question My Textbook Think Sheet, Predict-o-Gram, KWL Charts • Interactive Read-Alouds • Sustained Silent Reading • Literature Circles • Group and/or Individual Discussions; Conferencing • Modeling • Reader's Theater; Puppet Theater • Journal Writing: Reading Response, Dialogue Journals, etc. • Note-Taking; Interviewing • The Writing Process

Instructional Strategies
<ul style="list-style-type: none"> • Oral Presentations and/or Demonstrations • Web Based Media, and short Film Clips Related To Learning • Think-Pair-Share/Turn and Talk • Stations; RAFT; Jigsaw; Graphic Organizers • Biography Reports and/or Walks; Role Playing • Sharing Showcase; Book Project Presentations; iMovie and Podcasts • Debate; Timelines • Commercials/Talk Show Response • Tiered Instruction of Open-Ended Responses • Mini Lessons and Guided practice on asking questions, researching answers, evaluating the validity of resources, paraphrasing and highlighting relevant information and on key writing elements and skills. • Academic games, • Literacy Workstations, • Interactive Writing, Shared Writing, Independent Writing • Dramatize stories • Word pattern spelling sorts • Read Aloud • Model think aloud comprehension strategies • Modeling • Choice Menus • Reading logs/journals

Possible Instructional Modifications /Accommodations/Differentiation			
Special Education Students	English Language Learners	At-Risk learners	Advanced Learners
-Provide graphic organizers -Provide sentence starters for writing -Provide fill-in the blank for notes -Provide cloze paragraphs for students to utilize when writing in particular formats -Reteach/reword classroom information -Provide study guides -Small group reading and/or lessons	-Provide audio books of texts, as available -Provide additional clarification of information/directions -Use of supplementary materials -Small group instruction as needed -Use of bilingual dictionaries -Completed notes	-Provide audio books when available to allow for additional readings -Question frequently -Study guides -Reading intervention services	-Provide higher level materials -Use of higher level questioning and the use of TDQs -Provide projects for extension of skills

Possible Instructional Modifications /Accommodations/Differentiation			
-Use of supplemental and/or leveled materials			

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
Career Ready Practices CRP1 Act a responsible and contributing citizen and employee. CRP2 Apply academic and technical skills. CRP4 Communicate and clearly and effectively and with reason. CRP6 Demonstrate creativity and innovation.	Technology: Google Docs-A-Teacher to student feedback Laptops-A-Teacher to student feedback Promethean Board-S-Notetaking iPads-A-Student vocabulary games and applications	Global Awareness: <ul style="list-style-type: none"> Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. 	Critical Thinking <ul style="list-style-type: none"> Use deductive reasoning appropriately to analyze literature Effectively analyze literature and evaluate textual evidence to support analysis Synthesize and make connections (text to self, text to text, text to world) Interpret information and draw conclusions Communication and Collaboration <ul style="list-style-type: none"> Use communications skills to analyze texts and present information Demonstrate ability to work effectively and respectfully with diverse teams Collaborate with others on a wide range of topics and areas Life and Career Skills <ul style="list-style-type: none"> Utilize time and manage workload efficiently Go beyond basic mastery of skills and/or curriculum to explore and

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
			expand one’s own learning and opportunities to gain expertise Social and Cross-Cultural Skills <ul style="list-style-type: none"> • Respond open-mindedly to different values and skills. • Know when it is appropriate when to listen and when to speak (Socratic Seminar)

Resources
<p>Texts/Materials: Lucy Calkins’ Writing Informational/Explanatory Unit #3 and Mentor Texts Schoolwide Reading Fundamentals Unit and Mentor Texts</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> • Reference Social Studies, Science, Math and Health curricula for other literary connections • Guided Reading/Grade Level Correlation Guide • Matching Books to Readers by Fountas and Pinnell <p>Leveling Resources: http://www.readinga-z.com http://www.readinga-z.com/basasearch/ http://www.scholastic.com/bookwizard/ http://lexile.com/fab/</p> <p>Links:</p> <ul style="list-style-type: none"> • www.newsela.com • www.brainpop.com • www.studyisland.com • www.learn360.com • www.rubistar.4teachers.org

Resources

- www.acceleratedreader.com
- www.edcite.com
- **Suggested Literature, Exemplars and Performance Tasks:** Please refer to the Common Core Standards Appendix B which contains text exemplars and sample performance tasks as your suggested literature and informational text. (See the table of contents for genre choice). http://www.corestandards.org/assets/Appendix_B.pdf
- Appendix C contains samples of student writing.
http://www.corestandards.org/assets/Appendix_C.pdf

Unit 4	Recommended Duration: 10 weeks
Unit Description: In this unit, students will be able to independently use their learning to read critically and respond to a variety of complex literary and informational texts by providing insights, details and elaborations. Furthermore, students will use conventions of Standard English when writing and speaking and write argumentative essays in response to a given text.	

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How can I compare and contrast multiple pieces of text? • How can I learn to write literary essays that not only have a thesis that is based on close reading of the text, but that also contain passages from the text (quoted and paraphrased) to support the thesis? • How can I develop more complex interpretations of the text and support those interpretations with attention to craft moves that the author has made? • How can I draw on everything I have learned about literacy essay writing in order to write a compare and contrast essay that discusses how two texts address the same theme similarly and differently? 	<ul style="list-style-type: none"> • There are different types and structures of fiction. • Most fiction stories have common elements like characters, setting, plot, conflict, resolution and use a chronological structure. • Dramatic plays read differently from a narrative fictional text. • Writers develop the point of view of a fiction text by including or not including what some or all of the characters think and feel. • A writer’s tone affects a readers’ emotional response to a text. • Writers develop a theme by what their main character does, says, and thinks. • Good readers identify big ideas and supporting details, compare texts in different forms that share similar themes, and synthesize that information in order to deepen their understanding of author’s purpose as it relates to the fiction genre.

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
READING Primary Focus Standards: RI.4.1 RI.4.3 RI.4.4 RI.4.5 RI.4.6 RI.4.7 RI.4.8	<i>Students will be able to:</i> <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 inferences from the text. • 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. 	<i>Students will be able to:</i> <ul style="list-style-type: none"> • Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read • Make personal connections, make connections to other texts, and/or make global connections when relevant

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
<p>RI.4.9 RF.4.3.a RF.4.4.a,b,c</p> <p>WRITING Primary Focus Standards: NJ SLS W.4.1. a, b, c, d, e NJ SLS W.4.4 NJ SLS W.4.5 NJ SLS W.4.6 NJ SLS W.4.9 NJ SLS W.4.10</p> <p>SPEAKING & LISTENING SL.4.1 SL.4.2 SL.4.3 SL.4.6</p>	<ul style="list-style-type: none"> • Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>. • 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. • Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. • 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. • Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. • With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. • With some guidance and support from adults, use 	<ul style="list-style-type: none"> • Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text • Refer to the text when drawing conclusions as well as when answering directly stated questions • Identify the key details of a text that support the main idea • Analyze the actions and thoughts of characters or speakers in texts, looking for patterns • Determine the theme or main idea of the text • Summarize the key points of a text • Explain how the author supports main ideas in informational text with key details • Read text closely to identify key details • Explain how or why historical events, scientific ideas or “how to” procedures happened • Use the text to support their answers • Determine the meaning of words and phrases in a text • Identify words that allude to significant characters (i.e.: Herculean) • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
	<p>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.</p> <ul style="list-style-type: none"> • Draw evidence from literary or informational texts to support analysis, reflection, and research. • Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 	<ul style="list-style-type: none"> • Identify metaphors and similes • Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc) • Identify similarities and differences between firsthand and secondhand accounts • Explain how the point of view impacts the delivery of information in the text • Analyze information presented in various formats to identify the key details • Understand what is heard, viewed, or presented through various media formats to help make meaning of the text • Explain how the information presented in various formats aids to the overall meaning • Identify reasons and evidence an author uses to support a claim • Describe how an author uses proof to support a point in the text • Read two texts closely on the same subject to identify key details • Synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject • Identify specific strategies for decoding words in texts

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
		<ul style="list-style-type: none"> • Apply the specific strategies for decoding and spelling multisyllabic words • Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension • Distinguish fact from opinions • Organize text by using a specific organizational structure (i.e.: cause/effect chronological order, etc) • Group supporting details to support the writer’s purpose • Introduce a topic or text clearly • State an opinion to be supported with evidence • Write a thesis statement to focus the writing • Logically order reasons that are supported by facts • Support the opinion with facts and details from texts or other sources

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
		<ul style="list-style-type: none"> • Use transitional words and phrases to connect opinions to reasons • Write a conclusion related to the opinion presented • Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer’s designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose • Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) • Use digital tools • Use technology for producing and publishing writing, and collaborating with others • Demonstrate proficiency in keyboarding skills

Relevant Standards: New Jersey Student Learning Standards	Learning Goals	Learning Objectives
		<ul style="list-style-type: none"> • Type at least one page in a single setting • Produce numerous pieces of writing over various time frames

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<p>Reading <u>PARCC Evidence Tables</u> <u>Point of View Video</u> <u>Main Idea Practice</u> <u>Inference Practice</u> <u>Read Aloud Strategy</u> <u>Circle Plot Diagram</u> <u>Fluency packet</u> <u>Reading conferences</u></p> <p>Writing/Language <u>Brainstorm Before Writing</u> <u>Conferencing Video</u> <u>Compare/Contrast Map</u> <u>Essay Map</u> <u>Implementing the Writing Process</u> <u>Mini Lessons</u> <u>Writing Samples</u> <u>Spelling practice</u> <u>Various ELA Practices</u> <u>Word Relationships</u> <u>Grammar Practice</u> <u>More Grammar Practice</u> <u>Flocabulary</u> <u>Context Clues</u></p>	<ul style="list-style-type: none"> • Common Summative Assessment Unit 4 • Words Their Way assessment biweekly • Calkins’ Opinion Essay • Monthly Fluency assessments • Schoolwide Launching Unit assessment • Fountas and Pinnell’s Running Records 	<ul style="list-style-type: none"> • Students will self-select a “just right” book during independent reading time. • <u>Reading and Writing Conferences</u> • Collaboration and discussions – see <u>rubric</u> • <u>Book Talk</u> – At the end of the unit, students will be asked to formally talk about a book they have recently finished. 	<ul style="list-style-type: none"> • Text based questions weekly • Annotating texts weekly • Words Their Way menus biweekly • Opinion Essay (Calkins Opinion Unit)

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/ Assignments (required)
<p>Speaking & Listening Notes for Discussions Video Text Talk Time Literature Circles Speaking and Listening Rubric In Character Presentation Crafting a Persuasive Speech New Report</p> <p>Critical Thinking Current Event Articles Smithsonian TweenTribune Newsela Whole Brain Teaching Video Critical Thinking Lesson Plans</p>			

Possible Assessment Modifications /Accommodations			
Special Education Students	English Language Learners	At-Risk learners	Advanced Learners
<ul style="list-style-type: none"> -Modify number of questions required -Modify format by grouping like skills -Provide word bank with only a few choices per section -Read aloud questions/directions -Extended time -Allow for oral extension of answers -Alternative assessment - ie.project based -Small group testing -Read passages if assessing comprehension 	<ul style="list-style-type: none"> -Oral reading of questions/directions -Allow for oral responses -Extended time -Review of answers to ensure clarity of answers due to possible spelling errors -Embed diagrams and/or pictures throughout 	<ul style="list-style-type: none"> -Provide word bank -Monitor understanding of questions -Allow for oral response as needed -Additional time as needed -Embed diagrams and/or pictures throughout 	<ul style="list-style-type: none"> -Provide choice menus -Allow for demonstration of skill in additional context ie. story

Instructional Strategies

- Reciprocal Teaching
- Anticipation Guide, Directed Thinking-Reading, Question My Textbook Think Sheet, Predict-o-Gram, KWL Charts
- Interactive Read-Alouds
- Sustained Silent Reading
- Literature Circles
- Group and/or Individual Discussions; Conferencing
- Modeling
- Reader's Theater; Puppet Theater
- Journal Writing: Reading Response, Dialogue Journals, etc.
- Note-Taking; Interviewing
- The Writing Process
- Oral Presentations and/or Demonstrations
- Web Based Media, and short Film Clips Related To Learning
- Think-Pair-Share/Turn and Talk
- Stations; RAFT; Jigsaw; Graphic Organizers
- Biography Reports and/or Walks; Role Playing
- Sharing Showcase; Book Project Presentations; iMovie and Podcasts
- Debate; Timelines
- Commercials/Talk Show Response
- Tiered Instruction of Open-Ended Responses
- Mini Lessons and Guided practice on asking questions, researching answers, evaluating the validity of resources, paraphrasing and highlighting relevant information and on key writing elements and skills.
- Academic games,
- Literacy Workstations,
- Interactive Writing, Shared Writing, Independent Writing
- Dramatize stories
- Word pattern spelling sorts
- Read Aloud
- Model think aloud comprehension strategies
- Modeling
- Choice Menus
- Reading logs/journals

Possible Instructional Modifications /Accommodations/Differentiation			
Special Education Students -Provide graphic organizers -Provide sentence starters for writing -Provide fill-in the blank for notes -Provide cloze paragraphs for students to utilize when writing in particular formats -Reteach/reword classroom information -Provide study guides -Small group reading and/or lessons -Use of supplemental and/or leveled materials	English Language Learners -Provide audio books of texts, as available -Provide additional clarification of information/directions -Use of supplementary materials -Small group instruction as needed -Use of bilingual dictionaries -Completed notes	At-Risk learners -Provide audio books when available to allow for additional readings -Question frequently -Study guides -Reading intervention services	Advanced Learners -Provide higher level materials -Use of higher level questioning and the use of TDQs -Provide projects for extension of skills

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
Career Ready Practices CRP1 Act a responsible and contributing citizen and employee. CRP2 Apply academic and technical skills. CRP4 Communicate and clearly and effectively and with reason. CRP6 Demonstrate creativity and innovation.	Technology: Google Docs-A-Teacher to student feedback Laptops-A-Teacher to student feedback Promethean Board-S-Notetaking iPads-A-Student vocabulary games and applications	Global Awareness: <ul style="list-style-type: none"> Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts. 	Critical Thinking <ul style="list-style-type: none"> Use deductive reasoning appropriately to analyze literature Effectively analyze literature and evaluate textual evidence to support analysis Synthesize and make connections (text to self, text to text, text to world) Interpret information and draw conclusions Communication and Collaboration <ul style="list-style-type: none"> Use communications skills to analyze texts and present information Demonstrate ability to work effectively and respectfully with diverse teams

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 st Century Themes	21 st Century Skills
			<ul style="list-style-type: none"> • Collaborate with others on a wide range of topics and areas <p>Life and Career Skills</p> <ul style="list-style-type: none"> • Utilize time and manage workload efficiently • Go beyond basic mastery of skills and/or curriculum to explore and expand one’s own learning and opportunities to gain expertise <p>Social and Cross-Cultural Skills</p> <ul style="list-style-type: none"> • Respond open-mindedly to different values and skills. • Know when it is appropriate when to listen and when to speak (Socratic Seminar)

Resources
<p><u>Texts/Materials:</u> Lucy Calkins’ Writing Opinion Writing Unit #4 and Mentor Texts Schoolwide Reading Fundamentals Unit and Mentor Texts</p> <p><u>Additional Resources:</u></p> <ul style="list-style-type: none"> • Reference Social Studies, Science, Math and Health curricula for other literary connections • Guided Reading/Grade Level Correlation Guide • <u>Matching Books to Readers</u> by Fountas and Pinnell <p><u>Leveling Resources:</u> http://www.readinga-z.com http://www.readinga-z.com/basalsearch/ http://www.scholastic.com/bookwizard/</p>

Resources

<http://lexile.com/fab/>

Links:

- www.newsela.com
- www.brainpop.com
- www.studyisland.com
- www.learn360.com
- www.rubistar.4teachers.org
- www.acceleratedreader.com
- www.edcite.com
- **Suggested Literature, Exemplars and Performance Tasks:** Please refer to the Common Core Standards Appendix B which contains text exemplars and sample performance tasks as your suggested literature and informational text. (See the table of contents for genre choice). http://www.corestandards.org/assets/Appendix_B.pdf
- Appendix C contains samples of student writing.
http://www.corestandards.org/assets/Appendix_C.pdf