

Clinton-Glen Gardner School District



Curriculum Management System

Language Arts
Grade 4
August 2015

* For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.

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CLINTON-GLEN GARDNER SCHOOL DISTRICT

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Clinton-Glen Gardner School District

Mission

The mission of Clinton Public School is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

Philosophy

As a means of achieving College and Career Readiness, the English Language Arts Curriculum must define a vision of what it means to be a literate person in the twenty-first century. The skills and understanding that students must demonstrate have wide applicability outside the classroom. Students must undertake close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform critical reading necessary to pick carefully through the staggering amount of information available today digitally and in print. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. Students must demonstrate the cogent reasoning and use of evidence that is essential to deliberation and responsible citizenship. In short, students must develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

A Balanced Literacy Program is the means through which this can be accomplished. Such an instructional approach engages students in meaningful and purposeful reading and writing experiences on a regular basis. These experiences are intended to honor the various stages and vast ranges in diversity of literacy development present in every classroom.

The English Language Arts curriculum fosters students who:

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Develop understanding of other perspectives and cultures

Balanced Literacy Approach

Definition of Components

READING

Read Aloud

Read Aloud is a planned instructional strategy that involves the teacher reading to the whole class or small groups of students each day for a specified period of time. The teacher initiates discussion before the reading to activate prior knowledge and/or build background, and prompts students to make meaningful predictions. The teacher reads the selection as a whole. Discussion follows the reading, with attention given to aesthetic responses to literature, direct instruction of strategies that help develop reading comprehension, or the craft of writing (e.g., effective lead sentences, beginning/middle/end, using descriptive language). Favorite texts, selected for special features, can be reread many times.

Shared Reading

Shared Reading is a planned instructional strategy that involves a teacher/expert reader introducing and reading an enlarged text, small selection, or a short passage, that each student can see (big book, overhead/SMART Board projection, charts). Text is selected in order to demonstrate a specific strategy and provides each student the opportunity to participate and behave like a reader. It creates a body of known texts that can be used for rereading, independent reading, as well as a resource for writing and word/vocabulary study. As with a Read Aloud, Shared Reading involves children in an enjoyable reading experience.

Guided Reading (Grades K-4)

Guided Reading is a planned instructional strategy in which the teacher works with a small group of children who are at a similar stage of reading development. The teacher selects and introduces a new text and supports the students' reading of the whole text (nonfiction, fiction, literary magazines, newspapers, science/social studies selected chapters/passages) by themselves, making teaching points during or after the reading. Unlike Read Aloud and Shared Reading, Guided Reading provides the opportunity for teachers to teach and students to apply demonstrated strategies independently

Word Work

Word Work is a component of Guided Reading that may be pre-planned in some instances (in preparation to handle the text) or may be a result of the teacher's observations of student's reading during the Guided Reading lesson. This is a structured opportunity for students to learn more about the way words work in isolation. This experience should immediately be followed up with the chance to apply the learning in continuous text as a means to further generalize the learning.

Literature Circles/Book Club Discussions (Grades 5-8)

Literature Circles/Book Club Discussions are implemented in the classroom to help students develop a deeper appreciation and understanding of literary texts. During discussions students have the opportunity to share their personal responses about a piece of literature. When used as an instructional strategy, the teacher must be presented as a member and facilitator of the Literature Circle/Book Club Discussion group. The students and teacher will collaborate on assigned reading and meeting times and engage in in-depth discussions about the portion of the text read.

Independent Reading

Independent Reading is an instructional strategy that involves supporting and guiding students as they read independently. Teachers help student choose books at their independent reading level through book talks and mini-lessons. For example, teachers may guide students to choose a book in a particular genre, or teachers may use independent reading as a vehicle to analyze authors' writing styles. The goals of independent reading are the following:

- to increase the time students read
- to give students the opportunity to practice reading and use reading comprehension strategies
- to enable students to manage and keep records of their reading

Independent Reading is assessed through reading response journals and teacher/student conferences. Small group instruction and book discussion groups may also be incorporated into this component.

WRITING

Modeled Writing

Modeled Writing is a planned instructional strategy that involves the teacher modeling the writing process to the whole class or small groups of students. Modeled Writing is a useful component of any writing workshop. It can be used as a mini-lesson to teach a specific skill or strategy. In this component the teacher controls the entire writing process while the students observe.

Shared Writing

Shared Writing is a planned instructional strategy in which the teacher models and demonstrates the process of putting children's ideas into written language. The teacher guides children to compose messages and acts as their scribe. The message is reread many times. Teachers may use a combination of shared writing for children and interactive writing.

Interactive Writing

Interactive Writing is an instructional strategy that can be done in large or small groups. It is the writing of a large-print piece, which can be a list, chart, book page or another form of writing. There is a high level of teacher support. All children participate in composing and constructing various aspects of the writing. The teacher models and demonstrates the writing process but also involves individual children. The teacher selects letters, words, or other writing actions (capitalization, punctuation, etc.) for individual children to do; the pen or marker is then shared. The piece of writing is read many times by the group during the process (to provide insight into the thought process that occurs during writing).

Guided Writing

Guided Writing is the heart of the early writing program. It occurs after students have had the opportunity to see writing demonstrated and in shared contexts. It has students responding and thinking about their processes of composing text. This type of writing may occur in small groups, whole class, or one-to-one in writing workshop. Through conferences, the teacher is a facilitator who helps students discover what they want to say and how they want to say it. Guided Writing uses demonstrations (mini-lessons) in selecting topics, drafting, revising, etc. It empowers students to write and helps develop their ownership of the writing process.

Independent Writing

Independent Writing is an instructional strategy that involves supporting and guiding students as they write independently. The student independently composes and writes using known words and constructs the spelling of unknown words. Students know how to use the resources in the room (print rich environment, word wall, dictionaries, thesaurus) to help construct, revise, and edit their writing piece.

Word Study

Word Study is a student-centered approach to phonics, spelling, and vocabulary instruction that actively engages the learner in constructing concepts about the ways words work. This is accomplished through the use of phonemic (sound), visual (look), semantic (meaning) linking, and research strategies. Students are taught at their developmental level using activities that allow them to examine words for sound, pattern, and meaning relationships enabling them to develop strategies to apply in their own writing.

Vocabulary

Vocabulary instruction occurs in two basic forms: receptive (vocabulary students understand when they hear) and expressive (vocabulary students use in speaking and writing). In addition, vocabulary knowledge supports students' abilities in listening and reading comprehension. Vocabulary instruction assists in building students' understanding of a wide range of words, giving them quick, fluent access to their meaning and usage.

**Grade 4
English Language Arts**

Scope and Sequence

Quarter I

Quarter I	
<p>Writing</p> <p><i>A Community of Writers</i></p> <ol style="list-style-type: none">1. Discuss, model and practice writing routines/procedures2. Provide teacher led, group, and independent writing activities3. Establish writing goals4. Discuss how printed material can be organized5. Provide varied experiences to generate ideas for writing6. Recognize and model different writing techniques appropriate to genre, purpose, and audience7. Develop a respect for individual differences, ability, preferences8. Model how to edit, revise, use a checklist, and use feedback to strengthen writing9. Demonstrate how to publish and share writing <p><i>Informative/Explanatory Writing</i></p> <ol style="list-style-type: none">1. Show how to use a graphic organizer to organize ideas/information2. Demonstrate how to introduce a topic clearly with definitions/details3. Model how to group related information in paragraphs/sections4. Practice using precise language/domain specific vocabulary5. Practice writing concluding sentences6. Show how to use correct punctuation for effect7. Clarify meaning/pronunciation of words using print and digital reference material <p><i>Writing Focus: Informative/Explanatory 5 Paragraph Essay</i> Publish a 5 paragraph informative/explanatory piece using prewriting strategies, precise language, grouped, related facts, linking words, details, quotations or definitions, and revising, editing, and publishing strategies. Special focus will be placed on producing complete sentences, use of spelling patterns and conventional spelling of high frequency words and using technology.</p>	<p>Reading</p> <p><i>A Community of Readers</i></p> <ol style="list-style-type: none">1. Establish routines for choosing books and identify habits of good readers2. Establish reading goals3. Recognize that printed material can be organized in various ways/this organization fosters selection process4. Identify/model good listening techniques5. Develop respect for individual opinions6. Identify, choose, and read a variety of printed material7. Demonstrate techniques for responding to text orally

<p>Word Study</p> <ol style="list-style-type: none"> 1. Demonstrate understanding of words by relating them to antonyms and synonyms 2. Use combined knowledge of all letter-sound correspondences to read accurately unfamiliar multisyllabic words in and out of context 3. Read grade-appropriately irregularly spelled words 4. Spell grade-appropriate words correctly 5. Decode words using known syllabication patterns 6. Use print and digital resources to determine or clarify the meaning of keys words, phrases and spelling 	<p>Reading Literature</p> <ol style="list-style-type: none"> 1. Answer literal and inferential questions to demonstrate understanding using evidence 2. Determine the theme of a text 3. Use specific details to describe character, setting, or event 4. Explain major difference between poems, drama and prose 5. Fluently read and comprehend stories using comprehension strategies 6. Participate actively and appropriately in discussions about fictional literature 7. Orally read with accuracy, appropriate rate, and expression
<p>Grammar and Usage</p> <ol style="list-style-type: none"> 1. Use relative pronouns (e.g., who, whose, whom) 2. Produce complete sentences 3. Recognize and correct fragments/run-on sentences 4. Use correct capitalization 5. Use commas and quotation marks to show direct dialogue and quotations 	<p>Reading Informational Text</p> <ol style="list-style-type: none"> 1. Answer literal and inferential questions to demonstrate understanding using textual evidence 2. Determine the main idea of a text 3. Identify key details that support a text's main idea 4. Use specific information to describe events, procedures, ideas or concepts 5. Interpret information presented visually, orally, and quantitatively and how it contributes to comprehension 6. Fluently read and comprehend grade level informational text 7. Consult dictionaries and reference materials to determine word meaning 8. Participate actively and appropriately in discussions 9. Determine and comprehend meaning of content specific vocabulary
<p>Handwriting</p> <p>Cursive - On-going</p>	

Quarter II

Writing

Narrative Writing

1. Use mentor texts to highlight techniques of good narrative writing
2. Model how to focus on a moment/experience and establish characters/narrator
3. Provide varied experiences to generate ideas for writing/ prewriting strategies
4. Model how to grab/entice reader by use of hook/lead
5. Demonstrate and practice using dialogue to show character's feelings/emotions to situations
6. Model how to use concrete words and phrases and sensory details to convey experiences
7. Demonstrate and practice organizing events using transitional words and phrases
8. Demonstrate and practice writing a concluding sentence
9. Model how to edit, revise, and use feedback
10. Demonstrate how to publish and share writing
11. Write routinely over extended time frames

Writing Focus: Autobiographical Sketch and Historical Fiction

Publish a clear, cohesive personal narrative using prewriting strategies, sequenced events, transition words, dialogue, sensory details, concluding statement, and revising/editing/publishing techniques. Special focus will be placed on producing complete sentences and using technology.

Reading

Historical Fiction and Nonfiction

1. Answer literal and inferential questions using evidence from the text
2. Identify/describe historic setting with specific details
3. Use specific information to describe events, procedures, or ideas in a text
4. Determine the meaning of words/phrases in the text
5. Explain the cause and effect of historical events
6. Extract important details to develop a summary
7. Fluently read and comprehend grade level text
8. Understand the meaning of metaphors and similes
9. Understand the meaning of common idioms, adages, and proverbs
10. Determine/comprehend meaning of specific vocabulary (words that convey precise actions, emotions, or states of being)

<p>Word Study</p> <ol style="list-style-type: none"> 1. Use combined knowledge of all letter-sound correspondences to read accurately unfamiliar multisyllabic words in and out of context 2. Decode words using known syllabication patterns 3. Read grade-appropriately irregularly spelled words 4. Spell grade-appropriate words correctly 5. Apply the knowledge of knowing the meaning of the most common prefixes and derivational suffixes to read unfamiliar multi-syllabic words 	<p>Reading Informational Text</p> <ol style="list-style-type: none"> 1. Answer literal and inferential questions to demonstrate understanding using textual evidence 2. Determine the main idea of a text 3. Identify key details that support a text's main idea 4. Use specific information to describe events, procedures, ideas or concepts 5. Interpret information presented visually, orally, and quantitatively and how it contributes to comprehension 6. Fluently read and comprehend grade level informational text 7. Consult dictionaries and reference materials to determine word meaning 8. Participate actively and appropriately in discussions 9. Determine and comprehend meaning of content specific vocabulary
<p>Grammar and Usage</p> <ol style="list-style-type: none"> 1. Use correct capitalization 2. Use commas and quotation marks to show direct dialogue and quotations 3. Form and use progressive verb tenses (e.g., I was walking; I am walking) 4. Use and order adjectives according to conventional patterns 5. Use a comma before a coordinating conjunction in a compound sentence 	
<p>Handwriting</p> <p>Cursive - On-going</p>	

Quarter III

Writing

Opinion Writing

1. Discuss, model and practice stating an opinion about a topic
2. Use graphic organizers to organize thoughts/ideas
3. Demonstrate/practice using factual reasons, information, and detail to support point of view
4. Demonstrate/practice using personal knowledge or information from digital sources to support point of view
5. Discuss/practice using evidence from literary or informational texts to support opinions
6. Provide shared, guided, and independent writing activities
7. Discuss the components of opinion writing and how to group related information and details in paragraphs
8. Analyze persuasive writing of mentor texts
9. Demonstrate how to craft a hook
10. Use transitional words and phrases
11. Discuss/practice how to write a conclusion that restates the opinion

Writing Focus: Opinion Piece and Review (book, movie or video)

Publish a cohesive multi-paragraph opinion piece and a review using prewriting strategies, personal knowledge or information from sources, factual reasons for opinion, organizational structure, transitional words, logical progression of ideas, concluding statement, and revising/editing/publishing techniques. Special focus will be placed on using correct capitalization, using grade appropriate spelling, using commas and quotation marks correctly, and using a comma before a coordinating conjunction. Orally share piece with an audience.

Reading Literature

1. Answer literal and inferential questions to demonstrate understanding using evidence
2. Determine the theme of a text
3. Use specific details to describe character, setting, or event
4. Paraphrase portions of the text or information from various media
5. Extract important details from a text to develop a summary
6. Determine meaning of words and phrases in a text through a variety of strategies including context clues
7. Compare and contrast the point of view from which different stories are narrated
8. Identify reasons and evidence a speaker gives during discussions about fictional literature
9. Fluently read and comprehend stories using comprehension strategies
10. Participate actively and appropriately in discussions about fictional literature
11. Discuss similarities and difference between a text and a multimedia version of the text
12. Orally read with accuracy, appropriate rate, and expression
13. Consult dictionaries and other reference materials to determine word meaning
14. Understand the meaning of similes and metaphors
15. Understand the meaning of common idioms, adages, and proverbs
16. Determine/comprehend meaning of specific vocabulary (words that convey precise actions, emotions, or states of being)

<p>Word Study</p> <ol style="list-style-type: none"> 1. Use combined knowledge of all letter-sound correspondences to read accurately unfamiliar multisyllabic words in and out of context 2. Decode words using known syllabication patterns 3. Spell grade-appropriate words correctly 4. Demonstrate understanding of words by relating them to synonyms and antonyms 5. Use print and digital resources to determine or clarify the meaning of keys words, phrases and spelling 6. Use Greek and Latin affixes and roots to read accurately and gain meaning of unfamiliar multi-syllabic words in and out of context 	<p>Reading Informational Text</p> <ol style="list-style-type: none"> 1. Answer literal and inferential questions to demonstrate understanding using textual evidence 2. Extract important details from a text to develop a summary 3. Determine meaning of words and phrases to aid in comprehension of informational text including context clues 4. Compare and contrast first-hand/second-hand account of an event or topic including textual evidence 5. Use specific information to describe events, procedures, ideas or concepts 6. Use information from two texts on the same topic to inform reader/listener 7. Fluently read and comprehend grade level informational text 8. Consult dictionaries and reference materials to determine word meaning 9. Participate actively and appropriately in discussions 10. Understand the meaning of similes and metaphors 11. Understand the meaning of common idioms, adages, and proverbs 12. Determine and comprehend meaning of content specific vocabulary
<p>Grammar and Usage</p> <ol style="list-style-type: none"> 1. Correctly use confused homophones 2. Use prepositional phrases 3. Use relative adverbs correctly (where, when, why) 	<p>Handwriting</p> <p>Cursive - On-going</p>

Quarter IV

Writing

Informative/Explanatory Writing

1. Demonstrate how to recall relevant information or gather information from print and digital sources
7. Demonstrate keyboarding skills to type piece
8. Demonstrate how to take notes and organize information using a graphic organizer
9. Demonstrate how to introduce a topic clearly with definitions/details
10. Group related information in paragraphs/sections
11. Use precise language/domain specific vocabulary
12. Show how to provide a list of sources
13. Demonstrate formatting, using illustrations, and multimedia to enhance topic

Writing Focus: Research Report

Publish a cohesive, well-organized research report using prewriting strategies, related information grouped together and supported with facts, linking words, illustrations, concluding sentence and revising/editing/publishing techniques. Special focus placed on using correct spelling, capitalization, punctuation and keyboarding skills to published piece.

Reading Literature

1. Answer literal and inferential questions to demonstrate understanding using evidence
2. Paraphrase portions of the text or information from various media
3. Extract important details from a text to develop a summary
4. Determine meaning of words and phrases in a text through a variety of strategies including context clues
5. Compare and contrast the point of view from which different stories are narrated
6. Compare and contrast similar themes and topics presented from multi-cultural stories, myths, and traditional literature.
7. Identify reasons and evidence a speaker gives during discussions about fictional literature
8. Fluently read and comprehend stories using comprehension strategies
9. Participate actively and appropriately in discussions about fictional literature
10. Orally read with accuracy, appropriate rate, and expression
11. Consult dictionaries and other reference materials to determine word meaning
12. Understand the meaning of similes and metaphors
13. Understand the meaning of common idioms, adages, and proverbs
14. Determine/comprehend meaning of specific vocabulary (words that convey precise actions, emotions, or states of being)

<p>Word Study</p> <ol style="list-style-type: none"> 1. Use combined knowledge of all letter-sound correspondences to read accurately unfamiliar multisyllabic words in and out of context 2. Use Greek and Latin affixes and roots to read accurately and gain meaning of unfamiliar multi-syllabic words in and out of context 3. Spell grade-appropriate words correctly 4. Decode words using known syllabication patterns 	<p>Reading Informational Text</p> <ol style="list-style-type: none"> 1. Answer literal and inferential questions to demonstrate understanding using textual evidence 2. Paraphrase portions of text or information from various media 3. Extract important details from a text to develop a summary 4. Determine meaning of words and phrases to aid in comprehension of informational text including context clues 5. Identify major differences in structure in an informational text (cause/effect, problem/solution) 6. Explain how an author uses reasons and evidence to support particular points in a text 7. Use information from two texts on the same topic to inform reader/listener 8. Fluently read and comprehend grade level informational text 9. Consult dictionaries and reference materials to determine word meaning 10. Participate actively and appropriately in discussions 11. Understand the meaning of similes and metaphors 12. Understand the meaning of common idioms, adages, and proverbs 13. Determine and comprehend meaning of content specific vocabulary
<p>Grammar and Usage</p> <ol style="list-style-type: none"> 1. Use confused homophones modal auxiliaries (can, may, must) to convey various conditions 2. Use a comma before a coordinating conjunction in a compound sentence 	<p>Handwriting</p> <p>Cursive - On-going</p>

Cinton-Glen Gardner Public School District Unit Benchmark Map

CONTENT AREA: English Language Arts	GRADE: 4	UNIT #: 1	UNIT NAME: Becoming a Community of Readers and Writers
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Explain what a text explicitly states.	RL.4.1; RI.4.1
2	Draw inferences from a text referring to details and examples.	RL.4.1; RI.4.1
3	Identify the theme of the story, drama, or poem using details from the text.	RL.4.2
4	Describe in depth a character using direct quotations and evidence from literature.	RL.4.3
5	Explain the major differences between poems, drama, and prose.	RL.4.5
6	Analyze the structural elements of poems (e.g., verse, rhythm, meter) when writing or speaking about a text.	RL.4.5
7	Analyze the structural elements of drama (e.g., setting, descriptions, stage directions) when writing or speaking about a text.	RL.4.5
8	Compare and contrast the points of view of a first person narrative versus a third person narrative.	RL.4.6
9	Determine the main idea of grade level text.	RI.4.2
10	Explain how key details from the text support the main idea.	RI.4.2
11	Apply letter-sound knowledge and syllabication patterns to accurately read multisyllabic words in and out of context.	RF.4.3.a
12	Read grade-level text with purpose and understanding.	RF.4.4.a
13	Read prose and poetry with fluency and expression.	RF.4.4.b
14	Apply context clues to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.4.4.c

15	Create an opinion piece by introducing a topic or text clearly and writing an opening statement expressing personal opinion relating ideas to the author's purpose (thesis).	W.4.1.a
16	State reasons that support the thesis statement (reference text when appropriate).	W.4.1.b
17	Develop a narrative including an introduction of a narrator and/or characters.	W.4.3.a
18	Use plausible sequence of events and effective descriptions of characters, including dialogue, and a conclusion that follows naturally from the sequence of events to produce written narrative.	W.4.3.b,e
19	Write to demonstrate clear and coherent writing in which the development and organization are suitable to task, purpose, and audience.	W.4.4
20	With guidance and support from peers and adults, apply all phases of the writing process (planning, revising, and editing) to create a clear and coherent piece of writing.	W.4.5
21	Complete short narrative writing tasks routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)for a variety of discipline-specific time frames, tasks, purposes, and audiences.	W.4.10
22	Create questions and talking points to facilitate discussions after reading required material.	SL.4.1.a
23	Identify various roles and follow agreed-upon rules in small and whole group discussions.	SL.4.1.b
24	Paraphrase portions of a text read aloud or from information presented in diverse media and formats, including visually, quantitatively and orally.	SL.4.2
25	Construct complete sentences.	L.4.1.f
26	Recognize and correct inappropriate sentence fragments and run-ons.	L.4.1.f
27	Produce a writing piece using correct capitalization, appropriate placement of commas and quotation marks, and consult references to assure the correct spelling of grade-appropriate words.	L.4.2.a,b,d
28	Identify the antonym (e.g., energetic-tired) and synonym (e.g., hungry-famished) of words.	L.4.5.c

Code #	Common Core State Standards
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Provide a conclusion that follows from the narrated experiences or events.
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles.
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Spell grade-appropriate words correctly, consulting references as needed.
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

21st Century Skills (The ones that apply for this unit are in bold)

1. **Creativity & Innovation**
2. **Critical Thinking & Problem Solving**
3. **Communication & Collaboration**
4. Media Literacy
5. Information Literacy
6. Information, Communication & Technology

21st Century Themes (The ones that apply for this unit are in bold)

1. Global Awareness
2. **Financial, Economic, Business and Entrepreneurial Literacy**
3. **Civic Literacy**
4. Health Literacy
5. Environmental Literacy

Technology Infusion

Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, VoiceThreads, webinars, video streaming, podcasting, Amistad Curriculum Resources,

Differentiation

Refer to CPS Differentiation Tool Kit

Assessment

District End of Unit Reading Benchmark

District End of Unit Writing Benchmark

Various opportunities during Reading and Writing Workshop for formative assessment and anecdotal notes

During Work Period adjust lessons for individual students and small groups of students based on formative and summative data (Go back and re-teach for those that did not meet standard on benchmark and plan accordingly for those that exceeded benchmark)

Becoming a Community of Readers & Writers

Reading	Writing	Word Work
<u>Daily</u>	<u>Daily</u>	<u>Daily</u>
<p>Read Aloud</p> <p>Mini-Lesson using mentor text: 1 strategy lesson & 1 Comprehension</p> <p>Partner Reading/Independent Reading using leveled library</p> <p>Guided Reading: Lower levels seen every day</p> <p>Sharing</p>	<p>Mini Lesson using mentor text</p> <p>Teacher Modeling</p> <p>Interactive Writing</p> <p>Independent Writing</p> <p>Author’s Chair</p>	<p>Students will use spelling rules and patterns to improve written communication</p> <p>Students will work in leveled groups</p> <p>Meet with teacher and group to discuss word list traits</p> <p>Define and write sentences for words in their list</p>
<u>Week 1</u>	<u>Week 1</u>	<u>Week 1</u>
<p>Anchor Read Aloud: Tales of a Fourth Grade Nothing</p> <p>Instructional Focus: Review ACE (Answer, Cite, Extend) method of responding to open-ended questions</p> <p>Evidence of Learning: Students are applying the ACE method to respond to open-ended questions</p>	<p>Anchor Read Aloud: Tales of a Fourth Grade Nothing</p> <p>Instructional Focus: Narrative write – Narrowing the topic</p> <p>Evidence of Learning: Students demonstrate the ability to narrow their story into a small moment.</p>	<p>Grammar Focus: Types of sentences</p>

<p style="text-align: center;"><u>Week 2</u></p> <p>Anchor Read Aloud: Tales of a Fourth Grade Nothing</p> <p>Instructional Focus: Referring to the text to find supporting evidence for your responses</p> <p>Evidence of Learning: Students will include specific evidence and page numbers in order to cite within their answers</p>	<p style="text-align: center;"><u>Week 2</u></p> <p>Anchor Read Aloud: Tales of a Fourth Grade Nothing</p> <p>Instructional Focus: Narrative write – Great Openings – students will use a great question, fact, action, single word etc. to capture your audience</p> <p>Evidence of Learning: Students write a great opening sentence for their narrative</p>	<p style="text-align: center;"><u>Week 2</u></p> <p>Grammar Focus: Types of sentences</p>
<p style="text-align: center;"><u>Week 3</u></p> <p>Anchor Read Aloud: Tales of a Fourth Grade Nothing</p> <p>Instructional Focus: Identifying specific character traits in order to describe characters in the book</p> <p>Evidence of Learning: Students will use a Venn diagram to compare and contrast character traits of two characters in the story – Peter & Fudge</p>	<p style="text-align: center;"><u>Week 3</u></p> <p>Anchor Read Aloud: Tales of a Fourth Grade Nothing</p> <p>Instructional Focus: Narrative Write - Thesis statement</p> <p>Evidence of Learning: Students will write a thesis statement for their Narrative Write</p>	<p style="text-align: center;"><u>Week 3</u></p> <p>Grammar Focus: Prepositions</p>

<p style="text-align: center;"><u>Week 4</u></p> <p>Anchor Read Aloud: Tales of a Fourth Grade Nothing</p> <p>Instructional Focus: Summarizing text into a reader's theater script</p> <p>Evidence of Learning: Students work in non-leveled groups to create a script for an assigned chapter of Tales of a Fourth Grade Nothing</p>	<p style="text-align: center;"><u>Week 4</u></p> <p>Anchor Read Aloud: Tales of a Fourth Grade Nothing</p> <p>Instructional Focus: Topic Sentences</p> <p>Evidence of Learning: Students will use graphic organizers to determine an appropriate topic sentence for each paragraph</p>	<p style="text-align: center;"><u>Week 4</u></p> <p>Grammar Focus: Prepositions</p>
<p style="text-align: center;"><u>Week 5</u></p> <p>Anchor Read Aloud: Frindle</p> <p>Instructional Focus: Making predictions</p> <p>Evidence of Learning: Students will make reasonable predictions using clues from the book and their prior knowledge</p>	<p style="text-align: center;"><u>Week 5</u></p> <p>Anchor Read Aloud: Frindle</p> <p>Instructional Focus: Transition words</p> <p>Evidence of Learning: Students will include transition words in their narrative writing pieces</p>	<p style="text-align: center;"><u>Week 5</u></p> <p>Grammar Focus: Types of sentences</p>

<p style="text-align: center;"><u>Week 6</u></p> <p>Anchor Read Aloud: Frindle</p> <p>Instructional Focus: Review ACE (Answer, Cite, Extend) method of responding to open-ended questions and focus on extending our responses using personal connection, compare & contrast and prior knowledge</p> <p>Evidence of Learning: Students are applying the ACE method to respond to open-ended and remembering to extend their response</p>	<p style="text-align: center;"><u>Week 6</u></p> <p>Anchor Read Aloud: Frindle</p> <p>Instructional Focus: Composing a closing</p> <p>Evidence of Learning: Students will include a closing that summarizes the tone of their narrative writing</p>	<p style="text-align: center;"><u>Week 6</u></p> <p>Grammar Focus: Verbs - Contractions</p>
<p style="text-align: center;"><u>Week 7</u></p> <p>Anchor Read Aloud: Frindle</p> <p>Instructional Focus: Review ACE (Answer, Cite, Extend) method of responding to open-ended questions and referring to text for multiple-choice questions</p> <p>Evidence of Learning: Students are applying the ACE method to respond to open-ended and using the text to accurately respond to multiple choice questions</p> <p>*District Assessment</p>	<p style="text-align: center;"><u>Week 7</u></p> <p>Anchor Read Aloud: Frindle</p> <p>Instructional Focus: Independently complete a timed writing response to a prompt</p> <p>Evidence of Learning: Students will produce a clear and coherent writing piece utilizing the skills learned within this marking period</p> <p>* District Assessment</p>	<p style="text-align: center;"><u>Week 7</u></p> <p>Grammar Focus: Verbs - Contractions</p>

Cinton-Glen Gardner Public School District Unit Benchmark Map

CONTENT AREA: English Language Arts	GRADE: 4	UNIT #: 2	UNIT NAME: Comparing and Contrasting Thematic Novels
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Refer to details and examples in a text when explaining what the text says explicitly.	RL.4.1; RI.4.1
2	Refer to details and examples in a text when drawing inferences from the text.	RL.4.1; RI.4.1
3	Determine the theme of a story, drama, or poem from details in the text.	RL.4.2
4	Summarize the text of a story, drama, or poem using from details from the text.	RL.4.2
5	Determine the main idea of a text.	RI.4.2
6	Explain how the main idea is supported by key details in the text.	RI.4.2
7	Summarize a text, referring to the main idea and key details.	RI.4.2
8	Explain events in historical text including what happened and why, based on specific information in the text.	RI.4.3
9	Determine meaning of general academic words or phrases in a text relevant to a grade 4 topic or subject area.	RI.4.4
10	Determine meaning of domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	RI.4.4
11	Compare and contrast a firsthand and a secondhand account of the same event or topic.	RI.4.6
12	Describe the differences in focus and the information provided in a firsthand and a secondhand account of the same event or topic.	RI.4.6
13	Use combined knowledge of all letter-sound correspondences to read accurately unfamiliar multisyllabic words in context and out of context.	RF.4.3.a
14	Use combined knowledge of morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	RF.4.3.a
15	Read grade-level text with purpose and understanding.	RF.4.4.a
16	Read grade-level prose and poetry orally with accuracy, rate, and expression.	RF.4.4.b
17	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.4.4.c

18	When writing, introduce a topic clearly and group related information in paragraphs and sections.	W.4.2.a
19	When writing, include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	W.4.2.a

20	Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic when writing.	W.4.2.b
21	Provide a concluding statement or section related to the information or explanation presented when writing a piece	W.4.2.e
22	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences.	W.4.10
23	Write routinely over extended shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.4.10
24	Pose and respond to specific questions to clarify or follow up on information, in one-on one discussion and group discussions and link to the remarks of others.	SL.4.1.c
25	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.4.2
26	Spell grade-appropriate words correctly when writing.	L.4.2.d
27	Consult references as needed when spelling grade 4 words.	L.4.2.d
28	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	L.4.4.a
29	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered).	L.4.4.a

Code #	Common Core State Standards
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Provide a concluding statement or section related to the information or explanation presented.
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).

	b. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Spell grade-appropriate words correctly, consulting references as needed.
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).
21st Century Skills (The ones that apply for this unit are in bold)	
<ol style="list-style-type: none"> 1. Creativity & Innovation 2. Critical Thinking & Problem Solving 3. Communication & Collaboration 4. Media Literacy 5. Information Literacy 6. Information, Communication & Technology 	
21st Century Themes (The ones that apply for this unit are in bold)	
<ol style="list-style-type: none"> 1. Global Awareness 2. Financial, Economic, Business and Entrepreneurial Literacy 3. Civic Literacy 4. Health Literacy 5. Environmental Literacy 	
Technology Infusion	
Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, VoiceThreads, webinars, video streaming, podcasting	

Assessment

District End of Unit Reading Benchmark

District End of Unit Writing Benchmark

Various opportunities during Reading and Writing Workshop for formative assessment and anecdotal notes

During Work Period adjust lessons for individual students and small groups of students based on formative and summative data (Go back and re-teach for those that did not meet standard on benchmark and plan accordingly for those that exceeded benchmark)

Differentiation

Refer to District Tool Kit for Language Arts Differentiation

Comparing and Contrasting Thematic Novels

Reading	Writing	Word Work
<u>Daily</u>	<u>Daily</u>	<u>Daily</u>
<p>Read Aloud</p> <p>Mini-Lesson using mentor text: 1 strategy lesson & 1 Comprehension</p> <p>Partner Reading/Independent Reading using leveled library</p> <p>Guided Reading: Lower levels seen every day</p> <p>Sharing</p>	<p>Mini Lesson using mentor text</p> <p>Teacher Modeling</p> <p>Interactive Writing</p> <p>Independent Writing</p> <p>Author’s Chair</p>	<p>Students will use spelling rules and patterns to improve written communication</p> <p>Students will work in leveled groups</p> <p>Meet with teacher and group to discuss word list traits</p> <p>Define and write sentences for words in their list</p>
<u>Week 1</u>	<u>Week 1</u>	<u>Week 1</u>
<p>Anchor Read Aloud: Frindle</p> <p>Instructional Focus: End of book project comparing the character traits of the protagonist from the beginning to the end of the book.</p> <p>Evidence of Learning: Project includes details and examples from the story to support each trait.</p>	<p>Anchor Read Aloud: Widow’s Broom</p> <p>Instructional Focus: Writing a friendly letter including concrete details from the text that specify the broom’s powers.</p> <p>Evidence of Learning: Student’s writing will include at least three concrete details related to the text.</p>	<p>Grammar Focus: Verbs – State of being</p>

<p style="text-align: center;"><u>Week 2</u></p> <p>Anchor Read Aloud: Stone Fox</p> <p>Instructional Focus: Students will use key details from the book to summarize each chapter of the text.</p> <p>Evidence of Learning: Summaries will include important events in sequential order for each chapter.</p>	<p style="text-align: center;"><u>Week 2</u></p> <p>Anchor Read Aloud: Stone Fox paired with Balto nonfiction piece</p> <p>Instructional Focus: Students will banish boring words. Students will use a graphic organizer to identify more vivid words for commonly used terms.</p> <p>Evidence of Learning: Students will write routinely over extended time frames using vivid words.</p>	<p style="text-align: center;"><u>Week 2</u></p> <p>Grammar Focus: Verbs - Tenses</p>
<p style="text-align: center;"><u>Week 3</u></p> <p>Anchor Read Aloud: Stone Fox</p> <p>Instructional Focus: Determine main idea of a text and support it using details from each chapter.</p> <p>Evidence of Learning: Student summaries will properly identify the main idea of the chapter.</p>	<p style="text-align: center;"><u>Week 3</u></p> <p>Anchor Read Aloud: Stone Fox paired with Balto nonfiction piece</p> <p>Instructional Focus: Students will “Unpack a Prompt.”</p> <p>Evidence of Learning: Students will correctly identify and circle key words in a prompt and underline phrases accompanying key words.</p>	<p style="text-align: center;"><u>Week 3</u></p> <p>Grammar Focus: Verbs - Tenses</p>

<p style="text-align: center;"><u>Week 4</u></p> <p>Anchor Read Aloud: Stone Fox</p> <p>Instructional Focus: Inferencing</p> <p>Evidence of Learning: Students will draw inferences from the text referring to details and examples</p>	<p style="text-align: center;"><u>Week 4</u></p> <p>Anchor Read Aloud: Stone Fox paired with Balto nonfiction piece</p> <p>Instructional Focus: Compare and contrast the two stories.</p> <p>Evidence of Learning: Students will write an essay comparing and contrasting Stone Fox and Balto and include evidence from the texts in order to prove their similarities and differences.</p>	<p style="text-align: center;"><u>Week 4</u></p> <p>Grammar Focus: Nouns – Common, proper and identifying</p>
<p style="text-align: center;"><u>Week 5</u></p> <p>Anchor Read Aloud: Sadako, The Big Wave, & Hope in my Heart</p> <p>Instructional Focus: Literature Circle - Vocabulary</p> <p>Evidence of Learning: Students will determine the meaning of specific words or phrases in a text.</p>	<p style="text-align: center;"><u>Week 5</u></p> <p>Anchor Read Aloud: Sadako, The Big Wave, & Hope in my Heart</p> <p>Instructional Focus: Argument Writing</p> <p>Evidence of Learning: Students will choose opposing ideas and write an essay defending their stand remembering to draw evidence from text.</p>	<p style="text-align: center;"><u>Week 5</u></p> <p>Grammar Focus: Nouns – Common, proper and identifying</p>
<p style="text-align: center;"><u>Week 6</u></p> <p>Anchor Read Aloud: Sadako, The Big Wave, & Hope in my Heart</p>		<p style="text-align: center;"><u>Week 6</u></p> <p>Grammar Focus: Nouns – Singular, plural and possessive</p> <p>Grammar Focus: Pronouns</p>

<p>Instructional Focus: Literature Circles - Describe and discuss cause and effect</p> <p>Evidence of Learning: Students will pose and respond to specific questions related to cause and effect</p> <p style="text-align: center;"><u>Week 7</u></p> <p>Anchor Read Aloud: Sadako, The Big Wave, & Hope in my Heart</p> <p>Instructional Focus: End of Book Project – Problem/Solution</p> <p>Evidence of Learning: Students will create a movie poster for the novel they read. They will present a summary of the story including the main problem and solution.</p>	<p style="text-align: center;"><u>Week 6</u></p> <p>Anchor Read Aloud: Sadako, The Big Wave, & Hope in my Heart</p> <p>Instructional Focus: Argument Writing – 4 Square Argument Chart</p> <p>Evidence of Learning: Students will think of an issue they may argue with their parents (getting a pet) Students will complete the 4-square argument chart</p> <p style="text-align: center;"><u>Week 7</u></p> <p>Anchor Read Aloud: Sadako, The Big Wave, & Hope in my Heart</p> <p>Instructional Focus: Argument Writing – Students will write an essay to respond to one of two questions by taking a stance and using evidence from the text to support it.</p> <p>Evidence of Learning: Students will write an essay in response to – 1. Why do you think the author wrote this book? 2. Did reading this book make you look at anything in a new way?</p>	<p style="text-align: center;"><u>Week 7</u></p> <p>Grammar Focus: Nouns – Singular, plural and possessive</p>
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Cinton-Glen Gardner Public School District Unit Benchmark Map

CONTENT AREA: English Language Arts	GRADE: 4	UNIT #: 3	UNIT NAME: Reading and Writing Informational Text
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Refer to details and examples in a text when explaining what the text says explicitly.	RL.4.1
2	Refer to details and examples in a text when drawing inferences from the text.	RI.4.1
3	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.4.2
4	Describe in depth a character in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL.4.3
5	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	RL.4.4
6	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	RL.4.7
7	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil).	RL.4.9
8	Summarize a text, referring to the main idea and key details.	RI.4.2
9	Explain procedures in scientific or technical text, including what happened and why, based on specific information in the text.	RI.4.3
10	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> .	RI.4.4
11	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	RI.4.5
12	Apply letter-sound knowledge and syllabication patterns to accurately read multisyllabic words in and out of context.	RF.4.3.a
13	Read grade-level text with purpose and understanding.	RF.4.4.a
14	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	RF.4.4.b
15	Apply context clues to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.4.4.c
16	Write a narrative creating an introduction that introduces a narrator and/or character.	W.4.3.a

17	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using dialogue and descriptions to develop experiences and events or show responses of characters to situations.	W.4.3.b
18	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using a variety of transitional words and phrases to manage the sequence of events in a narrative.	W.4.3.c
19	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using concrete words and phrases, and sensory details to convey experiences and events precisely.	W.4.3.d
20	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences using providing a conclusion that follows naturally from the sequence of events to produce a written narrative.	W.4.3.e
21	Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).	W.4.9.a
22	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline.	W.4.10
23	Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline.	W.4.10
24	Create questions and talking points to facilitate discussions after reading required material.	SL.4.1.a
25	Identify various roles and follow agreed-upon rules in small and whole group discussion.	SL.4.1.b
26	Pose and respond to specific questions in a discussion to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.	SL.4.1.c
27	Review the key ideas expressed in a discussion.	SL.4.1.d
28	Explain own ideas and understanding in light of a discussion.	SL.4.1.d
29	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes.	SL.4.4
30	Speak clearly at an understandable pace when presenting.	SL.4.4
31	Use relative adverbs (where, when, why) when writing or speaking.	L.4.1.a
32	Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses when speaking and writing.	L.4.1.b
33	Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions in oral and written language.	L.4.1.c
34	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag rather than a red small bag</i>).	L.4.1.d
35	Spell grade-appropriate words correctly, consulting references as needed.	L.4.2.d
36	Choose punctuation for effect when writing, speaking, reading, or listening.	L.4.3.b
37	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).	L.4.4.b

38	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	L.4.5.a
39	Identify and explain the significance of common idioms.	L.4.5.b
40	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	L.4.6

Code #	Common Core State Standards
RL.4.1	Refer to details and examples in a Grade 4 text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RL. 4.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.

W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline.
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Spell grade-appropriate words correctly, consulting references as needed.
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose punctuation for effect.*
L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs.
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).

21st Century Skills (The ones that apply for this unit are in bold)

1. **Creativity & Innovation**
2. **Critical Thinking & Problem Solving**
3. **Communication & Collaboration**
4. **Media Literacy**
5. **Information Literacy**
6. **Information, Communication & Technology**

21st Century Themes (The ones that apply for this unit are in bold)

1. **Global Awareness**
2. **Financial, Economic, Business and Entrepreneurial Literacy**
3. **Civic Literacy**
4. **Health Literacy**
5. **Environmental Literacy**

Technology Infusion

Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, VoiceThreads, webinars, video streaming, podcasting

Assessment

District End of Unit Reading Benchmark

District End of Unit Writing Benchmark

Various opportunities during Reading and Writing Workshop for formative assessment and anecdotal notes

During Work Period adjust lessons for individual students and small groups of students based on formative and summative data (Go back and re-teach for those that did not meet standard on benchmark and plan accordingly for those that exceeded benchmark)

Differentiation

Refer to District Tool Kit for Language Arts Differentiation

Reading and Writing Informational Text

Reading	Writing	Word Work
<u>Daily</u>	<u>Daily</u>	<u>Daily</u>
<p>Read Aloud</p> <p>Mini-Lesson using mentor text: 1 strategy lesson & 1 Comprehension</p> <p>Partner Reading/Independent Reading using leveled library</p> <p>Guided Reading: Lower levels seen every day</p> <p>Sharing</p>	<p>Mini Lesson using mentor text</p> <p>Teacher Modeling</p> <p>Interactive Writing</p> <p>Independent Writing</p> <p>Author's Chair</p>	<p>Students will use spelling rules and patterns to improve written communication</p> <p>Students will work in leveled groups</p> <p>Meet with teacher and group to discuss word list traits</p> <p>Define and write sentences for words in their list</p>
<u>Week 1</u>	<u>Week 1</u>	<u>Week 1</u>
<p>Anchor Read Aloud: Orphan of Ellis Island</p> <p>Instructional Focus: Vocabulary</p> <p>Evidence of Learning: Determine and comprehend the meaning of unfamiliar context specific vocabulary.</p>	<p>Anchor Read Aloud: Orphan of Ellis Island</p> <p>Instructional Focus: Realistic Fiction</p> <p>Evidence of Learning: Students will use their knowledge of immigration to create an immigrant's story journaling their experiences while coming to America. Days 1-4</p>	<p>Grammar Focus: Adjectives</p>

<p style="text-align: center;"><u>Week 2</u></p> <p>Anchor Read Aloud: Orphan of Ellis Island</p> <p>Instructional Focus: Review ACE Method for responding to comprehension questions</p> <p>Evidence of Learning: Students will restate, answer, cite and extend when answering open-ended comprehension questions.</p>	<p style="text-align: center;"><u>Week 2</u></p> <p>Anchor Read Aloud: Orphan of Ellis Island</p> <p>Instructional Focus: Realistic Fiction</p> <p>Evidence of Learning: Students will use their knowledge of immigration to create an immigrant's story journaling their experiences while coming to America. Days 5-8</p>	<p style="text-align: center;"><u>Week 2</u></p> <p>Grammar Focus: Adjectives</p>
<p style="text-align: center;"><u>Week 3</u></p> <p>Anchor Read Aloud: Orphan of Ellis Island</p> <p>Instructional Focus: Answering multiple-choice questions</p> <p>Evidence of Learning: Students are eliminating illogical answers from the choices and referring to the text when answering multiple-choice questions</p>	<p style="text-align: center;"><u>Week 3</u></p> <p>Anchor Read Aloud: Orphan of Ellis Island</p> <p>Instructional Focus: Realistic Fiction</p> <p>Evidence of Learning: Students will use their knowledge of immigration to create an immigrant's story journaling their experiences while coming to America. Days 9-12</p>	<p style="text-align: center;"><u>Week 3</u></p> <p>Grammar Focus: Conjunctions</p>

<p style="text-align: center;"><u>Week 4</u></p> <p>Anchor Read Aloud: Orphan of Ellis Island</p> <p>Instructional Focus: Describe depth of characters, setting, theme and plot</p> <p>Evidence of Learning: Students will use evidence from the story to analyze the character, setting, theme and plot</p>	<p style="text-align: center;"><u>Week 4</u></p> <p>Anchor Read Aloud: Orphan of Ellis Island</p> <p>Instructional Focus: Informative/Explanatory Writing - Use multi-media to write an informational essay on Martin Luther King, Jr.</p> <p>Evidence of Learning: Students will write an informative essay about Martin Luther King, Jr. using three different multi-media resources (book, video and article)</p>	<p style="text-align: center;"><u>Week 4</u></p> <p>Grammar Focus: Interjections</p>
<p style="text-align: center;"><u>Week 5</u></p> <p>Anchor Read Aloud: Orphan of Ellis Island</p> <p>Instructional Focus: Immigration Simulation Day</p> <p>Evidence of Learning: Students will create documents, props, and attire for their immigrant character's experience at Ellis Island. Student's will participate in a simulation of the character's experience culminating the knowledge they have gained throughout the unit.</p>	<p style="text-align: center;"><u>Week 5</u></p> <p>Anchor Read Aloud: Orphan of Ellis Island</p> <p>Instructional Focus: Point of View</p> <p>Evidence of Learning: Students will rewrite a children's story from the point of view of a different character (Goldilocks, The Three Little Pigs, Three Billy Gruff)</p>	<p style="text-align: center;"><u>Week 5</u></p> <p>Grammar Focus: Review prepositions</p>

<p style="text-align: center;"><u>Week 6</u></p> <p>Anchor Read Aloud: Listening to Crickets: A Story About Rachel Carson</p> <p>Instructional Focus: Vocabulary & comprehension questions</p> <p>Evidence of Learning: Students are using key vocabulary terms from the text to answer comprehension questions</p>	<p style="text-align: center;"><u>Week 6</u></p> <p>Anchor Read Aloud: Listening to Crickets: A Story About Rachel Carson</p> <p>Instructional Focus: Informative/Explanatory Writing - Use multi-media to write an informational essay</p> <p>Evidence of Learning: Students will write an informative essay using three different multi-media resources (book, video and article)</p>	<p style="text-align: center;"><u>Week 6</u></p> <p>Grammar Focus: Adverbs</p>
<p style="text-align: center;"><u>Week 7</u></p> <p>Anchor Read Aloud: Listening to Crickets: A Story About Rachel Carson</p> <p>Instructional Focus: Select an article on nature conservation to compare and contrast with Listening to Crickets and share with the class</p> <p>Evidence of Learning: Students will search the internet for an article that they understand. Students will compare and contrast their article to the reading and then present the topic to their classmates</p>	<p style="text-align: center;"><u>Week 7</u></p> <p>Anchor Read Aloud: Listening to Crickets: A Story About Rachel Carson</p> <p>Instructional Focus: Informative/Explanatory Writing - Use multi-media to write an informational essay</p> <p>Evidence of Learning: Students will write an informative essay using three different multi-media resources (book, video and article)</p>	<p style="text-align: center;"><u>Week 7</u></p> <p>Grammar Focus: Adverbs</p>

Cinton-Glen Gardner Public School District Unit Benchmark Map

CONTENT AREA: English Language Arts	GRADE: 4	UNIT #: 4	UNIT NAME: Author Study – Roald Dahl
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Refer to details and examples in a text when explaining what the text says explicitly.	RL.4.1; RI.4.1
2	Refer to details and examples in a text when drawing inferences from the text.	RL.4.1; RI.4.1
3	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.4.2
4	Compare and contrast the point of view from which different stories are narrated, including the difference between first- person and third-person narrations.	RL.4.6
5	Compare and contrast patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	RL.4.9
6	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RI.4.2
7	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> .	RI.4.4
8	Determine the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	RI.4.5
9	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	RI.4.6
10	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	RI.4.7
11	Read grade-level text with purpose and understanding.	RF.4.4a
12	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	RF.4.4b
13	Apply context clues to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.4.4c
14	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings, illustrations, and multimedia) when useful to aiding comprehension.	W.4.2a

15	Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic when writing.	W.4.2.b
16	Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).	W.4.2.c
17	Use precise language and domain-specific vocabulary to inform about or explain the topic.	W.4.2.d
18	Provide a concluding statement or section related to the information or explanation presented when writing a piece.	W.4.2.e
19	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.	.4.6
20	Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	W.4.6
21	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	W.4.8
22	Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline.	W.4.10
23	Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline.	W.4.10
24	Create questions and talking points to facilitate discussions after reading required material.	SL.4.1.a
25	Identify various roles and follow agreed-upon rules in small and whole group discussion.	SL.4.1.b
26	Pose and respond to specific questions to clarify or follow-up on information in one-on one discussions and group discussion and link to the remarks of others.	SL.4.1.c
27	Review the key ideas expressed in a discussion.	SL.4.1.d
28	Explain own ideas and understanding in light of a discussion.	SL.4.1.d
29	Identify the reasons and evidence a speaker provides to support particular points.	SL.4.3
30	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes.	SL.4.4
31	Speak clearly at an understandable pace when presenting.	SL.4.4
32	Form and use prepositional phrases when writing or speaking.	L.4.1.e
33	Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>) when writing or speaking.	L.4.1.g
34	Spell grade appropriate words correctly when writing.	L.4.2.d
35	Consult references as needed when spelling Grade 4 words.	L.4.2.d
36	Choose words and phrases to convey ideas precisely when writing, speaking, reading, or listening.	L.4.3.a

37	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	L.4.3.c
38	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	L.4.5.a
39	Interpret the meaning of common adages (e.g., <i>Never look a gift horse in the mouth. There's no such thing as a free lunch.</i>) encountered in text.	L.4.5.b
40	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	L.4.5.c
41	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and those that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	L.4.6

Code #	Common Core State Standards
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RF.4.4	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections ; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
W.4.6	With some guidance and support from adults, use technology, including the Internet , to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline.
SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles . c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes ; speak clearly at an understandable pace.
L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Form and use prepositional phrases . b. Correctly use frequently confused words (e.g., to, too, two; there, their). *
L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Spell grade-appropriate words correctly, consulting references as needed.
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely . b. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
21st Century Skills (The ones that apply for this unit are in bold)	
<ol style="list-style-type: none"> 1. Creativity & Innovation 2. Critical Thinking & Problem Solving 3. Communication & Collaboration 4. Media Literacy 5. Information Literacy 6. Information, Communication & Technology 	

21st Century Themes (The ones that apply for this unit are in bold)

1. Global Awareness
2. Financial, Economic, Business and Entrepreneurial Literacy
3. Civic Literacy
4. Health Literacy
5. Environmental Literacy

Technology Infusion

Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, VoiceThreads, webinars, video streaming, podcasting

Assessment

District End of Unit Reading Benchmark

District End of Unit Writing Benchmark

Various opportunities during Reading and Writing Workshop for formative assessment and anecdotal notes

During Work Period adjust lessons for individual students and small groups of students based on formative and summative data (Go back and re-teach for those that did not meet standard on benchmark and plan accordingly for those that exceeded benchmark)

Differentiation

Refer to District Tool Kit for Language Arts Differentiation

Author Study – Roald Dahl

Reading	Writing	Word Work
<u>Daily</u>	<u>Daily</u>	<u>Daily</u>
<p>Read Aloud</p> <p>Mini-Lesson using mentor text: 1 strategy lesson & 1 Comprehension</p> <p>Partner Reading/Independent Reading using leveled library</p> <p>Guided Reading: Lower levels seen every day</p> <p>Sharing</p>	<p>Mini Lesson using mentor text</p> <p>Teacher Modeling</p> <p>Interactive Writing</p> <p>Independent Writing</p> <p>Author’s Chair</p>	<p>Students will use spelling rules and patterns to improve written communication</p> <p>Students will work in leveled groups</p> <p>Meet with teacher and group to discuss word list traits</p> <p>Define and write sentences for words in their list</p>
<u>Week 1</u>	<u>Week 1</u>	<u>Week 1</u>
<p>Anchor Read Aloud: Listening to Crickets: A Story About Rachel Carson</p> <p>Instructional Focus: End of Book Project - Timeline</p> <p>Evidence of Learning: Identify facts and details from the text on a timeline to sequentially highlight the important events in the story</p>	<p>Anchor Read Aloud: Listening to</p> <p>Instructional Focus: Informative/Explanatory Writing - Use multi-media to write an informational essay</p> <p>Evidence of Learning: Students will write an informative essay using three different multi-media resources (book, video and article)</p>	<p>Grammar Focus: Pronouns</p>
<u>Week 2</u>		<u>Week 2</u>

<p>Anchor Read Aloud: James and the Giant Peach</p> <p>Instructional Focus: Drawing Inferences</p> <p>Evidence of Learning: Students will draw inferences from the text when responding to comprehension and multiple-choice questions</p>	<p style="text-align: center;"><u>Week 2</u></p> <p>Anchor Read Aloud: James and the Giant Peach</p> <p>Instructional Focus: Biographical Sketch</p> <p>Evidence of Learning: Students will interview and important woman in their lives and organize this information onto a graphic organizer</p>	<p>Grammar Focus: Pronouns</p>
<p style="text-align: center;"><u>Week 3</u></p> <p>Anchor Read Aloud: James and the Giant Peach</p> <p>Instructional Focus: Comparing point of view</p> <p>Evidence of Learning: Students will discuss the various character's point of view of specific situations</p>	<p style="text-align: center;"><u>Week 3</u></p> <p>Anchor Read Aloud: James and the Giant Peach</p> <p>Instructional Focus: Biographical Sketch</p> <p>Evidence of Learning: Students will use their graphic organizer to write a biographical sketch on a woman they admire</p>	<p style="text-align: center;"><u>Week 3</u></p> <p>Grammar Focus: Capitalization</p>

<p style="text-align: center;"><u>Week 4</u></p> <p>Anchor Read Aloud: James and the Giant Peach</p> <p>Instructional Focus: Compare and contrast characters</p> <p>Evidence of Learning: Students will choose a character from the book to compare to James. Students will complete a Venn Diagram with their evidence</p>	<p style="text-align: center;"><u>Week 4</u></p> <p>Anchor Read Aloud: James and the Giant Peach</p> <p>Instructional Focus: Poetry</p> <p>Evidence of Learning: Students will select a character from the story to write a poem about</p>	<p style="text-align: center;"><u>Week 4</u></p> <p>Grammar Focus: Punctuation</p>
<p style="text-align: center;"><u>Week 5</u></p> <p>Anchor Read Aloud: James and the Giant Peach</p> <p>Instructional Focus: End of Book Project - Summarizing</p> <p>Evidence of Learning: Students will write a news report following one of the main events of the story. (The appearance of the huge peach (including the paid showings), the crushing of Aunt Spiker and Aunt Sponge, the sighting of the peach by a ship, plane or satellite, the early-morning sightings of the peach above Manhattan, and the events after the peach lands and the characters get out.)</p>	<p style="text-align: center;"><u>Week 5</u></p> <p>Anchor Read Aloud: James and the Giant Peach</p> <p>Instructional Focus: Compare and contrast James and the Giant Peach novel to the movie</p> <p>Evidence of Learning: Students will write an essay explaining whether they like the novel or the movie best and why</p>	<p style="text-align: center;"><u>Week 5</u></p> <p>Grammar Focus: Review Nouns</p>

<p style="text-align: center;"><u>Week 6</u></p> <p>Anchor Read Aloud: The Enormous Crocodile</p> <p>Instructional Focus: Extending open-ended responses.</p> <p>Evidence of Learning: Students will focus on extending their responses using personal connection, compare & contrast and prior knowledge</p>	<p style="text-align: center;"><u>Week 6</u></p> <p>Anchor Read Aloud: The Enormous Crocodile</p> <p>Instructional Focus: Poetry</p> <p>Evidence of Learning: Students will write a poem about The Enormous Crocodile</p>	<p style="text-align: center;"><u>Week 6</u></p> <p>Grammar Focus: Review Verbs</p>
<p style="text-align: center;"><u>Week 7</u></p> <p>Anchor Read Aloud: The Enormous Crocodile</p> <p>Instructional Focus: Compare and Contrast books by the same author</p> <p>Evidence of Learning: Students will compare and contrast themes, plots, characters and settings</p>	<p style="text-align: center;"><u>Week 7</u></p> <p>Anchor Read Aloud: The Enormous Crocodile</p> <p>Instructional Focus: Descriptive Writing</p> <p>Evidence of Learning: Students will choose their favorite Roald Dahl character and write an essay highlighting three reasons why they like them.</p>	<p style="text-align: center;"><u>Week 7</u></p> <p>Grammar Focus: Adjectives</p>

<p><u>Subject/Grade Level:</u> Grade 4 English Language Arts</p>	<p>Topic: A Community of Readers</p> <p>Goal 1: A Community of Readers is the first unit that students experience in Third Grade. The unit offers the foundation for students and teachers to become acquainted with one another as a community of readers along with the classroom library. A community of readers recognizes readers as individuals, small group, and within the whole. The unit offers the structure and understanding of the routines that will support effective and productive learning for the remainder of the school year. It will also build an understanding of how one chooses appropriate material for independent reading.</p>
<p>Assessment</p>	<p>Appropriate book selections Reader's Response Notebook Anecdotal Notes Individual Reading Logs Individual Reading Conferences Running Record/miscue analysis DRA Constructive responses Theme Tests District Benchmark</p>
<p>21st Century Skills:</p>	<ul style="list-style-type: none"> • Creativity & Innovation • Critical Thinking & Problem Solving • Communication & Collaboration • Media Literacy • Information Literacy • Information, Communication & Technology • Life & Career Skills
<p>21st Century Interdisciplinary Themes</p>	<ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Environmental Literacy

Objectives /The student will be able to:	Essential Questions/Conceptual Understandings	Learning Activities / Assessment Model
<p>Identify and model effective listening behaviors (e.g., making eye contact, nodding, thinking of questions to ask, responding). (RL.4.1, RI.4.1, SL.4.1.b)</p> <p>Recognize that printed material can be organized by various characteristics (genre, reading level, etc.).</p> <p>Recognize that systems of organization can guide one’s selection of printed material.</p> <p>Identify, choose and read a variety of printed material for a variety of purposes (“just right” book: instructional, independent, frustration). (RF.4.4.a)</p> <p>Establish reading goals (personal and community). (9.1.4.F.2)</p>	<p>What role does reading have in your life? How can we work as a class, in small groups, and individually to become better readers? What does a reading community look like and how do I recognize myself as an individual reader in the community?</p> <p>Conceptual Understandings: Individuals read for a variety of purposes.</p> <p>Effective reading communities work best with clearly communicated procedures and routines.</p> <p>Each individual has a role in creating and maintaining his/her reading community.</p> <p>Readers discuss and share what they read.</p> <p>Reading can more effectively occur when appropriate reading material is chosen.</p>	<p>Model, shared, and guided practice Partner reading Read Aloud/Mentor texts Choral, echo and repeated readings Teacher lead “book talks” Partner/Pair Share Individual reading logs Posters/Anchor charts (classroom listening/sharing rules, classroom procedures) Skill-based work stations Listening activities Choosing appropriate books Pocket charts</p> <p>Resources: Leveled Readers Classroom library Lucy Calkins, Units of Study Jennifer Jacobson’s No More I’m Done Pearson Foundational Lessons for Reading/Writing Anchor Charts</p> <p>www.fcrr.org</p> <p>www.havefunteaching.com</p> <p>http://tc.readingandwritingproject.com/</p> <p>http://www2.ed.gov/parents/read/resources/readingtips/part_pg4.html</p> <p>http://www.wrsd.net/literacy/launch.cfm</p> <p>http://www.nationalgeographic.com/ngextremeexplorer/pdf/effectivepractices.pdf</p>

Objectives /The student will be able to:	Essential Questions/Conceptual Understandings	Learning Activities / Assessment Model
<p>Identify and demonstrate effective reading behaviors/ habits (e.g., reading environment: choosing a location, lighting; posture, volume, to maintaining focus, prior knowledge, to identify reading materials). (SL.4.1.a, SL.4.1.b, SL.4.1.c, SL.4.1.d, SL.4.2, SL.4.6)</p> <p>Develop a respect for individual differences in ability, preference, and style among readers and communicators. (SL.4.1.b, SL.4.1.d)</p> <p>Identify and demonstrate techniques and procedures for responding to text in a reading community (oral or non-verbal communication in whole group, small group settings). (SL.4.1.a, SL.4.1.b, SL.4.1.c, SL.4.1.d, SL 4.3)</p> <p>Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p>		<p>http://www.readingrockets.org/article/3479/</p> <p>http://www.readinglady.com/mosaic/tools/Sch ema%20handout%20by%20Deb%20Smith.pd f</p> <p>http://www.scholastic.com/teachers/</p>

Objectives /The student will be able to:	Essential Questions/Conceptual Understandings	Learning Activities / Assessment Model
<p>Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p> <p>Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

<p><u>Subject/Grade Level:</u> Grade 4 English Language Arts</p>	<p>Topic: Conventions of Standard English: Word Study (Phonics, Spelling, and Vocabulary)</p> <p>Goal 2: Word Study is a student-centered approach to phonics, spelling, and vocabulary instruction that actively engages the learner in constructing concepts about the ways words work. This is accomplished through the use of phonemic (sound), visual (look), semantic (meaning), linking, and research strategies. Students are taught at their developmental level using activities that allow them to examine words for sound, pattern, and meaning relationships enabling them to develop strategies to apply in their own writing.</p>
<p>Assessment</p>	<p>Student participation Anecdotal records Teacher observation Developmental Spelling Assessment DRA Running records/miscue analysis Performance tasks: sorting, literacy centers Checklists Pre/post sight word assessments Dictation Quizzes Student writing pieces</p>
<p>21st Century Skills:</p>	<ul style="list-style-type: none"> • Creativity & Innovation • Critical Thinking & Problem Solving • Communication & Collaboration • Media Literacy • Information Literacy • Information, Communication & Technology • Life & Career Skills
<p>21st Century Interdisciplinary Themes</p>	<ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Environmental Literacy

Objectives/The student will be able to:	Essential Questions/Conceptual Understandings:	Learning Activities:
<p>Apply the knowledge of knowing the meaning of the most common prefixes and derivational suffixes to read unfamiliar multi-syllabic words. (RF.4.3)</p> <p>Use combined knowledge of all letter-sound correspondences to read accurately unfamiliar multi-syllabic words in and out of context. (RF.4.3.a)</p> <p>Decode words using known syllabication patterns. (RF.4.3.a)</p> <p>Use Greek and Latin affixes and roots to read accurately and gain meaning of unfamiliar multi-syllabic words in and out of context. (RF.4.3.a, L.4.4.b)</p> <p>Read grade-appropriate irregularly spelled words. (RF.4.3.a)</p> <p>Spell grade-appropriate words correctly. (L.4.2, L.4.2.d)</p> <p>Use print and digital resources to determine or clarify the meaning of key words & phrases & spelling. (L.4.2.d, L.4.4.c)</p>	<p>How do letter sounds and patterns help a reader identify unknown words?</p> <p>How can context clues be used to understand new words?</p> <p>How can knowing parts of a word help determine the meaning of the whole word?</p> <p>Conceptual Understandings: Phonics involves the relationship between sounds and their spellings.</p> <p>The knowledge of vocabulary leads to deeper understanding of text.</p> <p>Vocabulary is acquired through reading, writing, speaking and listening.</p>	<p>Word sorts</p> <p>Matching/memory games</p> <p>Literature, rhymes, poems and songs</p> <p>Bingo, tic-tac-toe games</p> <p>Suffix/prefix activities</p> <p>Wiki sticks</p> <p>Word work/spelling</p> <p>Morning message</p> <p>Word ladders</p> <p>Syllable sorts</p> <p>Word wall activities/games</p> <p>Literacy centers</p> <p>Making words</p> <p>Dictation</p> <p>Modeling</p> <p>Additional Resources: <i>Wilson</i>, Wilson Language Read Alouds/Mentor Texts Poems/songs Calkins Units of Study/Curricular Plans</p>

Objectives/The student will be able to:	Essential Questions/Conceptual Understandings:	Learning Activities:
<p>Demonstrate understanding of words by relating them to synonyms and antonyms. (L.4.5, L.4.5.c)</p> <p>Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>Use effective communication in face-to-face and online interactions and when presenting. (9.1.4.D.1)</p>		

<p><u>Subject/Grade Level:</u> Grade 4 English Language Arts</p>	<p>Topic: Reading Literature</p>
<p>Assessment</p>	<p>Goal 3: Fictional texts utilize specific literary elements to create stories that entertain readers or teach them life lessons. In this unit, students will learn that theme, plot (exposition, rising action, climax, falling action, resolution), and conflict are necessary components to every story. They will learn how to identify these components in various picture books, short stories, and novels. Students will also use this information when crafting their own stories in the corresponding writing unit.</p> <p>DRA Graphic organizers Reader's Theatre Projects Exit Tickets Teacher Conference/Peer Conference Whole/Small group discussion Reading Responses Open-ended Responses Book Reports/Review (linked to Writing Unit) Essay/Written Response Comprehension quizzes/tests District Benchmark</p>
<p>21st Century Skills:</p>	<ul style="list-style-type: none"> • Creativity & Innovation • Critical Thinking & Problem Solving • Communication & Collaboration • Media Literacy • Information Literacy • Information, Communication & Technology • Life & Career Skills
<p>21st Century Interdisciplinary Themes</p>	<ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Environmental Literacy

Objectives/The student will be able to:	Essential Questions/Conceptual Understandings:	Learning Activities:
<p>Answer literal and inferential questions to demonstrate understanding using evidence from the text. (RL.4.1)</p> <p>Determine the theme of a text. (RL.4.2)</p> <p>Paraphrase portions of text or information from various media. (SL.4.2)</p> <p>Extract important details from a text to develop a summary. (RL.4.1, RL.4.2)</p> <p>Use specific details to describe in depth a character, setting, or event. (RL.4.3)</p> <p>Determine meaning of words and phrases in a text through the use of a variety of strategies, including context clues. (RL.4.4, RF.4.4.c, L.4.4, L.4.4.a)</p> <p>Explain major difference between poems, drama and prose. (RL.4.5)</p> <p>Compare and contrast the point of view from which different stories are narrated (e.g., first and third person). (RL.4.6)</p>	<p>How does knowing the elements of literature enhance understanding of fictional narrative?</p> <p>How do readers apply reading strategies to improve comprehension?</p> <p>Conceptual Understandings: Readers read different genres for different purposes.</p> <p>The use of a variety of comprehension strategies enhance the readers understanding of the text.</p> <p>Fictional literature has identifiable and common story elements to effectively tell a complete story.</p>	<p>Shared and Guided Reading Independent Reading Partner reading Read Aloud/Mentor text Partner/Pair share Reading Response logs Skill-based work stations Reciprocal Reading Literature Circles Teacher lead “book talks”</p> <p>Resources: Picture Books: <i>A Bad Case of the Stripes</i> (D. Shannon), <i>The Real Thief</i> (W. Steig) Novels: <i>Tales of a Fourth Grade Nothing</i> (J. Blume), <i>Frindle</i> (A. Clements), <i>Dear Mr. Henshaw</i> (B. Cleary) Leveled Readers Classroom library Lucy Calkins, Units of Study www.fcrr.org www.teacherspayteachers.com www.havefunteaching.com http://tc.readingandwritingproject.com/ http://www2.ed.gov/parents/read/resources/readingtips/part_pg4.html</p>

Objectives/The student will be able to:	Essential Questions/Conceptual Understandings:	Learning Activities:
<p>Discuss similarities and differences between a text and a multimedia version of the text. (RL.4.7)</p> <p>Compare and contrast similar themes and topics presented from multi-cultural stories, myths and traditional literature. (RL.4.9)</p> <p>Fluently read and comprehend stories, drama, and poetry. (RL.4.10)</p> <p>Identify reasons and evidence a speaker gives during discussions to support his/her point(s). (SL.4.3)</p> <p>Participate actively and appropriately in discussions about fictional literature. (SL.4.1.a, SL.4.1.b, SL.4.1.c, SL.4.1.d and SL.4.3)</p> <p>Fluently read and comprehend grade level text. (RL.4.10, RF.4.4, RF.4.4.a)</p> <p>Orally read grade level prose and poetry with accuracy and appropriate pace and expression. (RF.4.4.b)</p>		<p>http://www.wrsd.net/literacy/launch.cfm</p> <p>http://www.nationalgeographic.com/ngextremeexplorer/pdf/effectivepractices.pdf</p> <p>http://readingrockets.org/article/3479</p> <p>http://readinglady.com/mosaic/tools/schema%20handout%20by%20Deb%20smith.pdf</p> <p>http://www.scholastic.com/teachers</p>

Objectives/The student will be able to:	Essential Questions/Conceptual Understandings:	Learning Activities:
<p>Consult dictionaries and other reference materials to determine word meaning. (L.4.4.c)</p> <p>Understand the meaning of similes and metaphors to aid in comprehending text. (L.4.5, L.4.5.a)</p> <p>Understand the meaning of common idioms, adages, and proverbs to aid in the comprehension text. (L.4.5, L.4.5.b)</p> <p>Determine and comprehend the meaning of unfamiliar context specific vocabulary (including those that signal precise actions, emotions, or states of being and that are basic to a particular topic) to aid in comprehending text. (L.4.6)</p> <p>Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p>		

<p><u>Subject/Grade Level:</u> Grade 4 English Language Arts</p>	<p>Topic: Reading Informational Text</p> <p>Goal 4: Students will enjoy reading and being read to using a wide variety and deep engagement of high-quality informational texts. Students will be exposed to and become familiar with a variety of genres including the reading of nonfiction, narrative nonfiction, biography and autobiography. They will learn about the various text features, their use, and how they contribute to and clarify a text. Students will learn to locate key facts and information in informational text. Students will identify that the purpose of informational texts is to inform and offer information related to a topic of interest or study.</p>
<p>Assessment</p>	<p>Journal entries Graphic organizers Projects/Presentations DRA Exit Tickets Teacher Conference/Peer Conference Whole/Small group discussion Reading Responses Book Reports/Review (linked to Writing Unit) Essay/Written Response Comprehension quizzes/tests Summaries District Benchmark</p>
<p>21st Century Skills:</p>	<ul style="list-style-type: none"> • Creativity & Innovation • Critical Thinking & Problem Solving • Communication & Collaboration • Media Literacy • Information Literacy • Information, Communication & Technology • Life & Career Skills
<p>21st Century Interdisciplinary Themes</p>	<ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Environmental Literacy

Objectives /The student will be able to:	Essential Questions/Conceptual Understandings	Learning Activities:
<p>Answer literal and inferential questions to demonstrate understanding using evidence from the text. (RI.4.1)</p> <p>Determine the main idea of a text. (RI.4.2)</p> <p>Paraphrase portions of text or information from various media. (SL.4.2)</p> <p>Identify key details that support a text’s main idea. (RI.4.2)</p> <p>Extract important details from a text to develop a summary. (RI.4.2)</p> <p>Use specific information (including what happened and why) to describe events, procedures, ideas, or concepts in a text. (RI.4.3)</p> <p>Determine meaning of words and phrases to aid in informational text through the use of a variety of strategies, including context clues. (RI.4.4, L.4.4, L.4.4.a)</p>	<p>How do readers use informational text to find and share information?</p> <p>What strategies do effective readers use to understand the elements of informational text?</p> <p>Conceptual Understandings: Informational text has features that help the reader navigate the text and often provides additional information to help students comprehend the content.</p> <p>Readers read informational text to obtain information on social and environmental topics.</p>	<p>Shared and Guided Reading</p> <p>Independent Reading</p> <p>Partner reading</p> <p>Read Aloud/Mentor text</p> <p>Literature Circles</p> <p>Teacher lead “book talks”</p> <p>Projects</p> <p>Partner/Pair share</p> <p>Reading Response logs</p> <p>Skill-based work stations</p> <p>Reciprocal Reading</p> <p>Summaries using the 3-2-1 theory to summarize article (3 things you learned, 2 things they found interesting, 1 question that they still have about topic)</p> <p>Reading responses: news reports, news articles, journal entries, biographical summaries</p>

Objectives /The student will be able to:	Essential Questions/Conceptual Understandings	Learning Activities:
<p>Identify major differences in structure in an informational text (e.g., comparison, cause/effect, problem/solution). (RI.4.5)</p> <p>Compare and contrast a first-hand/second-hand account of an event or topic including textual evidence. (RI.4.6)</p> <p>Interpret information presented visually, orally, quantitatively (e.g., charts, graphs, diagrams, timelines) and how it contributes to the comprehension of informational text. (RI.4.7)</p> <p>Use information from two texts on the same topic to inform the reader or listener. (RI.4.9)</p> <p>Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8)</p> <p>Fluently read and comprehend grade level informational text. (RI.4.10, RF.4.4, RF 4.4.a)</p> <p>Consult dictionaries and other reference materials to determine word meaning. (L.4.4.c)</p>		<p>Resources: Mentor texts Lucy Calkins, Units of Study Pearson Foundational Lessons in Reading/Writing</p> <p>www.PBS.com</p> <p>www.abcteach.com</p> <p>www.superteacherworksheets.com</p> <p>www.timeforkids.com</p> <p>www.historychannel.com</p> <p>www.readwritethink.com</p> <p>www.unitedstreaming.com</p> <p>www.teacherspayteachers.com</p> <p>www.havefunteaching.com</p> <p>http://tc.readingandwritingproject.com/</p> <p>http://www2.ed.gov/parents/read/resources/readingtips/part_pg4.html</p> <p>http://www.nationalgeographic.com/ngextremeexplorer/pdf/effectivepractices.pdf</p>

Objectives /The student will be able to:	Essential Questions/Conceptual Understandings	Learning Activities:
<p>Participate actively and appropriately in discussions about informational text. (SL.4.1.a, SL.4.1.b, SL.4.1.c, SL.4.1.d)</p> <p>Identify reasons and evidence a speaker gives during discussions to support his/her points. (SL.4.3)</p> <p>Understand the meaning of similes and metaphors to aid in comprehending text. (L.4.5, L.4.5.a)</p> <p>Understand the meaning of common idioms, adages, and proverbs to aid in the comprehension text. (L.4.5, L.4.5.b)</p> <p>Determine and comprehend the meaning of unfamiliar context specific vocabulary (including those that signal precise actions, emotions, or states of being and that are basic to a particular topic) to aid in comprehending text. (L.4.6)</p>		

Objectives /The student will be able to:	Essential Questions/Conceptual Understandings	Learning Activities:
<p>Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p>		

<p><u>Subject/Grade Level:</u> Grade 4 English Language Arts</p>	<p>Topic: Reading Historical Fiction and Nonfiction</p>
<p>Assessment</p>	<p>Goal 5: This unit will focus on the understanding that engaging in historical fiction and nonfiction text will increase one's understanding of history. Students will listen to and read various genre specific to periods of time or events and utilizing knowledge of the period to aid text comprehension.</p> <p>Journal entries Graphic organizers DRA Projects Exit Tickets Teacher Conference/Peer Conference Whole/Small group discussion Reading Responses Book Reports/Review (linked to Writing Unit) Essay/Written Response District Benchmark</p>
<p>21st Century Skills:</p>	<ul style="list-style-type: none"> • Creativity & Innovation • Critical Thinking & Problem Solving • Communication & Collaboration • Media Literacy • Information Literacy • Information, Communication & Technology • Life & Career Skills
<p>21st Century Interdisciplinary Themes</p>	<ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Environmental Literacy

Objectives / The student will be able to:	Essential Questions/ Conceptual Understandings:	Learning Activities:
<p>Answer literal and inferential questions to demonstrate understanding using evidence from the text. (RL.4.1, RI.4.1)</p> <p>Identify and describe the historic setting or event using specific details from the text (written or illustrated). (RL.4.3)</p> <p>Use specific information (including what happened and why) to describe events, procedures, ideas or concepts in a text. (RI.4.3)</p> <p>Determine the meaning of words and phrases as they are used in a text. (RL.4.4)</p> <p>Explain the cause and effect of historical events from the text. (RI.4.5)</p> <p>Extract important details from a text to develop a summary. (RI.4.2)</p> <p>Fluently read and comprehend grade level text (RL.4.10, RI.4.10, RF.4.4.a)</p>	<p>How does literature and informational text increase our understanding of history?</p> <p>Conceptual Understandings: Effective readers can identify and understand how historical fiction enhances understanding of history.</p> <p>Authors write historical fiction to inform the reader about an event or period of time.</p>	<p>Learning Activities:</p> <p>Shared and Guided Reading Independent Reading Partner reading Read Aloud/Mentor text Partner/Pair share Reading Response logs Skill-based work stations Reciprocal Reading Literature Circles Teacher lead “book talks”</p> <p>Resources:</p> <p>Possible Mentor Texts: <i>Pink and Say</i> (Patricia Polacco), <i>Baseball Saved Us</i> (Ken Mochizuki), <i>Sign of the Beaver</i> (Elizabeth George Speare), <i>Riding Freedom</i> (Pam Munoz Ryan) <i>Teaching Comprehension, Genre and Content Literacy</i> by I. Fountas and G. Pinnell Lucy Calkins, Units of Study</p> <p>Website for Historical Fiction Texts- http://bookgirl3.tripod.comeurope1200.html YouTube Edutopia</p>

Objectives / The student will be able to:	Essential Questions/ Conceptual Understandings:	Learning Activities:
<p>Consult dictionaries and other reference materials to determine word meaning. (L.4.4, L.4.4.c)</p> <p>Understand the meaning of similes and metaphors to aid in comprehending text. (L.4.5, L.4.5.a)</p> <p>Understand the meaning of common idioms, adages, and proverbs to aid in the comprehension text. (L.4.5, L.4.5.b)</p> <p>Determine and comprehend the meaning of unfamiliar context specific vocabulary (including those that signal precise actions, emotions, or states of being and that are basic to a particular topic) to aid in comprehending text. (RL.4.6)</p> <p>Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p>		

<p><u>Subject/Grade Level:</u> Grade 4 English Language Arts</p>	<p>Topic: A Community of Writers</p>
<p>Assessment</p>	<p>Goal 6: A Community of Writers is the first unit that students experience in Fourth Grade. The unit offers the foundation for students and teachers to become acquainted with one another and themselves as writers. They will recognize that writers write in different ways, using different writing components and styles for different purposes and for different audiences. In this unit student's will build understanding of their role in the development of their own writing skills and those of other community members and create an environment in which facilitates further writing development. The unit offers the structure and understanding of the Writing Workshop model and routines that will support effective and productive learning for the remainder of the school year.</p> <p>Personal work samples/drafts (personal writing folder) Teacher observation Writing checklist Writing conferences Peer/self evaluations District Benchmark</p>
<p>21st Century Skills:</p>	<ul style="list-style-type: none"> • Creativity & Innovation • Critical Thinking & Problem Solving • Communication & Collaboration • Media Literacy • Information Literacy • Information, Communication & Technology • Life & Career Skills
<p>21st Century Interdisciplinary Themes</p>	<ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Environmental Literacy

Objectives /The student will be able to:	Essential Questions/Conceptual Understandings:	Learning Activities:
<p>Discuss, model and practice what good writers look like during writing. (SL.4.1, SL.4.1.b, SL.4.1.c)</p> <p>Develop a respect for individual differences in ability, preference, and style among readers and communicators. (SL.4.1.b, SL.4.1.c, SL.4.1.d, SL.4.3)</p> <p>Recognize that printed material can be organized by various characteristics (genre, reading level, etc.).</p> <p>Establish writing goals (personal and community). (9.1.4.F.2)</p> <p>Participate in teacher led, group and independent writing activities. (SL.4.1, SL.4.1.b, SL.4.1.c)</p> <p>Generate ideas for writing: hearing stories, recalling experiences, brainstorming and use graphic organizers. (W.4.3)</p>	<p>How can we work together as a class and individually to become better writers? What does a writing community look like and how do I recognize myself as an individual writer in the community? How do good writers convey their message?</p> <p>Conceptual Understandings: Effective writing communities work best with clearly communicated procedures and routines.</p> <p>Writing serves many purposes, including entertaining, informing and persuading.</p> <p>A strong writing community is built through sharing and respecting one another's ideas.</p>	<p>Anchor charts Shared, guided, and independent writing Journaling Creative writing Author's Chair Sharing and Discussing One on one editing w/ teacher Writing prompts Writing prompts Mini-lessons Mentor texts/read alouds Morning Message/Daily Oral Language Word Wall Think alouds/modeled writing Teacher/peer conferencing</p>

Objectives /The student will be able to:	Essential Questions/Conceptual Understandings:	Learning Activities:
<p>Recognize and model the use of different writing techniques appropriate to genre, purpose and audience. (W.4.4, W.4.5, L.4.3)</p> <p>Plan, revise, and edit writing with guidance and support of peers and adults. (W.4.4, W.4.5)</p> <p>Develop a real or imagined experience or event using effective technique, descriptive details and clear event sequence. (W.4.3)</p> <p>Use checklist and reread drafts for meaning, to add details to improve writing with teacher/peer support. (W.4.5)</p> <p>Edit writing piece for capitalization, organization, spelling and punctuation. (W.4.5)</p> <p>Use conventional spelling for high-frequency and other studied words for adding suffixes to base words. (L.4.2.e)</p> <p>Use spelling patterns and generalizations in writing words. (L.4.2.f)</p>		<p>Resources: Mentor texts Lucy Calkins, Units of Study "No More I'm Done", Jennifer Jacobson Craft Lessons, Ralph Fletcher Pearson Foundation Lessons in Reading/Writing</p> <p>www.fcrr.org</p> <p>www.havefunteaching.com</p> <p>http://tc.readingandwritingproject.com/</p> <p>http://www.nwp.org/cs/public/print/doc/resource_s.csp</p> <p>http://teacher.scholastic.com/writeit/</p> <p>http://jenniferjacobson.com/</p> <p>www.storylineonline.net</p>

Objectives /The student will be able to:	Essential Questions/Conceptual Understandings:	Learning Activities:
<p>Utilize reference materials, including beginning dictionaries to check and correct spellings. (L.4.2.g)</p> <p>Produce finished writing (using keyboard skills) to share with class and/or for publication. (W.4.6)</p> <p>Share/read writing with an audience throughout the writing process for the purpose of strengthening the writing. (W.4.5, SL.4.1.a, SL.4.1.b, SL.4.1.c, SL.4.3)</p> <p>Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p> <p>Express needs, wants, and feelings appropriately in various situations. (9.1.4.D.2)</p>		

Objectives /The student will be able to:	Essential Questions/Conceptual Understandings:	Learning Activities:
<p>Explain the importance of understanding and following rules in family, classroom, and community settings. (9.1.4.F.3)</p>		

<p><u>Subject/Grade Level:</u> Grade 4 English Language Arts</p>	<p>Topic: Conventions of Standard English: Grammar and Usage in Writing and Speaking</p>
<p>Assessment</p>	<p>Goal 7: In this unit, students will learn, apply and demonstrate the importance of one's ability to communicate effectively by articulating clearly and accurately using appropriate language structure and its conventions so that one's message can be understood when writing and speaking.</p> <p>Student participation Anecdotal records Teacher observation Writing conferences Writing samples Skill sheets Oral presentations Performance Tasks: sorting, literacy center activities Quizzes</p> <p>District Benchmark</p>
<p>21st Century Skills:</p>	<ul style="list-style-type: none"> • Creativity & Innovation • Critical Thinking & Problem Solving • Communication & Collaboration • Media Literacy • Information Literacy • Information, Communication & Technology • Life & Career Skills
<p>21st Century Interdisciplinary Themes</p>	<ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Environmental Literacy

	Objectives / The student will be able to:	Essential Questions/Conceptual Understandings:	Learning Activities:
On-going	<p>Use relative pronouns (who, whose, whom; which, that) correctly when writing and speaking. (L.4.1, L.4.1.a)</p> <p>Use relative adverbs correctly (where, when, why) when writing and speaking. (L.4.1, L.4.1.a)</p> <p>Form and use the progressive verb tenses when speaking or writing (e.g., I was walking; I am walking; I will be walking). (L.4.1, L.4.1.b)</p> <p>Use modal auxiliaries (can, may, must) to convey various conditions in oral and written language. (L.4.1, L.4.1.c)</p> <p>Use and order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). (L.4.1, L.4.1.d)</p> <p>Use prepositional phrases when writing and speaking. (L.4.1, L.4.1.e)</p>	<p>Why is it important to use correct grammar when writing and speaking?</p> <p>Why is it important to use correct capitalization and punctuation when writing?</p> <p>Conceptual Understandings: Proper grammar and mechanics promotes fluency of written and oral communication.</p> <p>Conventions are rules that have been established to standardize written and oral communication.</p>	<p>Learning Activities:</p> <p>Word sorts Class dictionary Written responses Individual conferences Oral language Shared writing Proofreading activities Morning message Daily oral language activities Modeled, interactive, and guided writing Songs, poems, literature and rhymes Skill sheets</p> <p>Resources: www.teacherspayteachers.com</p> <p>www.havefunteaching.com</p> <p>www.abcya.com</p> <p>www.starfall.com</p> <p>http://www.proteacher.com/070171.shtml</p>

Objectives / The student will be able to:	Essential Questions/Conceptual Understandings:	Learning Activities:
<p>Produce complete sentences. (L.4.1, L.4.1.f)</p> <p>Recognize and correct inappropriate sentence fragments and run-ons. (L.4.1, L.4.1.f)</p> <p>Correctly use confused homophones (to, two, too; there, their, they're) when writing and speaking. (L.4.1, L.4.1.g)</p> <p>Use correct capitalization when writing. (L.4.2, L.4.2.a)</p> <p>Use commas and quotations marks to show direct dialogue and quotations from a text. (L.4.2, L.4.2.b)</p> <p>Use a comma before a coordinating conjunction in compound sentence. (L.4.2, L.4.2.c)</p> <p>Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p>		<p>http://tc.readingandwritingproject.com</p> <p>http://www.readingresource.net/websiteforkids.htm</p>

Objectives / The student will be able to:	Essential Questions/Conceptual Understandings:	Learning Activities:
<p>Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p>		

<p>Subject/Grade Level: Grade 4 English Language Arts</p>	<p>Topic: Narrative Writing: Autobiographical Sketch and Historical Fiction</p>
<p>Assessment</p>	<p>Goal 8: Authors write fictional narratives, or stories, to entertain and/or teach life lessons. In order to write fictional narratives, one must understand that there are major components required to accomplish these goals. In this unit, students will review previously learned elements of fiction (character development, theme, and plot) and apply this knowledge as they craft their own imagined stories. The writing process will be closely followed. Students will organize their ideas through the use of graphic organizers, write rough drafts, revise/edit with peers and teachers, and finally publish their final copies.</p> <p>Published autobiographical sketch Published historical fiction Rubric Graphic organizers/hand outs Journal writing Drafts Self/Peer editing Writing conferences Anecdotal records Timed Writing pieces District Benchmark</p>
<p>21st Century Skills:</p>	<ul style="list-style-type: none"> • Creativity & Innovation • Critical Thinking & Problem Solving • Communication & Collaboration • Media Literacy • Information Literacy • Information, Communication & Technology • Life & Career Skills
<p>21st Century Interdisciplinary Themes</p>	<ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Environmental Literacy

Objectives/The student will be able to:	Essential Questions/Conceptual Understandings:	Learning Activities:
<p>Establish and focus on a moment/part of a real or imagined experience/event. (W.4.3, W.4.8)</p> <p>Use prewriting strategies (such as: brainstorming, graphic organizers, oral storytelling, freewriting, notes and/or logs). (W.4.3)</p> <p>Establish a situation and introduce a narrator and/or characters. (W.4.3.a)</p> <p>Grab/entice the reader by use of a hook or lead (e.g., question, quote, description, dialogue, etc.). (W.4.3)</p> <p>Organize events naturally and sequentially by using transitional words and phrases. (W.4.3.a, W.4.3.c)</p> <p>Use dialogue to develop experiences and show character's feelings and emotions to situations. (W.4.3.b, L.4.3.c, L.4.6, SL.4.6)</p>	<p>How do fictional writers engage their audience in a real or imagined event?</p> <p>How do writers use their own experiences to generate ideas for fictional stories?</p> <p>Conceptual Understandings: Narratives are carefully structured (real or imagined) depictions of diverse human experiences.</p> <p>Narrative writing can be used to inform, instruct, persuade or entertain.</p> <p>A narrative writer conveys meaning through deliberate use of literary elements and narrative techniques.</p>	<p>Modeled, Shared, Guided, and Independent Writing</p> <p>Peer editing/conferences</p> <p>Mini-lessons</p> <p>Five paragraph essay</p> <p>Develop individual vocabulary list</p> <p>Skill-based work stations</p> <p>Summarize articles/information read</p> <p>Use of graphic organizers</p> <p>Creation of time lines</p> <p>Resources: Mentor Texts: <i>The Memory Coat</i> (Elvira Woodruff), <i>George Washington's Buttons</i> (J. Harold Cobb), <i>Dandelions</i> (Eve Bunting), <i>Potato: A Tale from the Great Depression</i> (Kate Lied), <i>Journey to Ellis Island</i> (), <i>Dancing with the Indians</i> (Angela Shelf Medearis), <i>Baseball Saved Us</i> (Ken Mochizuki), <i>Pink and Say</i> (Patricia Polacco), <i>Going West</i> (Jean Van Leeuwen), <i>Streets of Gold</i> (Rosemary Wells) <i>Units of Study - Raising the Quality of Narrative Writing</i>, Lucy Calkins <i>Craft Lessons</i>, Ralph Fletcher owl.english.purdue.edu Writing Reference (ex. <u>Writer's Express</u>)</p> <p>www.readwritethink.org</p> <p>www.ehow.com</p> <p>www.superteacherworksheets.com</p> <p>www.timeforkids.com</p>

Objectives/The student will be able to:	Essential Questions/Conceptual Understandings:	Learning Activities:
<p>Use description with concrete words and phrases and sensory details to develop and convey experiences and events when writing. (W.4.3.b, W.4.3.d)</p> <p>Provide a concluding statement or section that is related to the narrative piece experiences or events. (W.4.3.e)</p> <p>Produce an organized narrative piece that provides clarity and cohesiveness and is appropriate to task, purpose, and audience. (W.4.4)</p> <p>Plan, revise, and edit writing with guidance and support of peers and adults in order to strengthen writing. (W.4.5)</p> <p>Use technology (e.g. the internet) to produce and publish a narrative piece of writing with some guidance and support from adults. (W.4.6)</p> <p>Demonstrate keyboarding skills to type a minimum of one page in a single sitting. (W.4.6)</p>		<p>www.heinemann.com</p> <p>www.writersdigest.com</p> <p>www.havefunteaching.com</p> <p>http://tc.readingandwritingproject.com/</p> <p>http://www2.ed.gov/parents/read/resources/readingtips/part_pg4.html</p>

Objectives/The student will be able to:	Essential Questions/Conceptual Understandings:	Learning Activities:
<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two). (W.4.10)</p> <p>Use complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1, L.4.1.f)</p> <p>Orally share narrative writing with an audience. (SL.4.3, SL.4.4, SL.4.5, SL.4.6)</p> <p>Use correct punctuation, at times for effect. (L.4.2, L.4.2.a, L.4.3, L.4.3.b)</p> <p>Use commas and quotation marks to denote direct speech and quotations from a text. (L.4.2.b)</p> <p>Use a comma before a coordinating conjunction in a compound sentence. (L.4.2.c)</p> <p>Spell grade-appropriate words correctly, consulting references as needed. (L.4.2.d)</p>		

Objectives/The student will be able to:	Essential Questions/Conceptual Understandings:	Learning Activities:
<p>Use words and phrases to convey ideas precisely. (L.4.3.a)</p> <p>Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p>		

<p>Subject/Grade Level: Grade 4 English Language Arts</p>	<p>Topic: Informative/Explanatory Writing (including research reports)</p>
<p>Assessment</p>	<p>Goal 9: Informative/explanatory writing is a broad writing genre that becomes increasingly important as students progress through school. Informative and explanatory writing enables students to learn about the world around them through research and reflection on personal experience and to accurately share their knowledge with others. This writing unit serves to introduce students to the informative and explanatory writing style: its purpose, organization, techniques, and the skills necessary for conducting research from print and digital sources. Through guided instruction of mentor texts, mini-lessons, group work, research, and conferences, students will gain the knowledge necessary to clearly write short analyses of cause-and-effect relationships in text, a compare/contrast essay, and research project.</p> <p>Published informative/explanatory writing Published research report Rubric Graphic organizers/hand outs Journal writing Drafts Self/Peer editing Writing conferences Anecdotal records Timed writing pieces District Benchmark</p>
<p>21st Century Skills:</p>	<ul style="list-style-type: none"> • Creativity & Innovation • Critical Thinking & Problem Solving • Communication & Collaboration • Media Literacy • Information Literacy • Information, Communication & Technology • Life & Career Skills
<p>21st Century Interdisciplinary Themes</p>	<ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Environmental Literacy

Objectives/The student will be able to:	Essential Questions/Conceptual Understandings:	Learning Activities:
<p>Use a prewriting graphic organizer when examining a topic to organize thoughts/ideas to help in conveying information clearly. (W.4.2, W.4.5)</p> <p>Introduce a topic clearly and support ideas with facts, definitions and details. (W.4.2.a, W.4.2.b)</p> <p>Group related information in paragraphs and/or sections to support topic. (W.4.2.a)</p> <p>Include formatting (e.g., headings), illustrations, and multimedia when useful to aid in comprehension of topic being presented. (W.4.2.a, RI.4.7)</p> <p>Use facts, definitions, concrete details, quotations, or other information and examples to support topic. (W4.2.b, RI.4.4)</p> <p>Use words and phrases (e.g., another, for example, also, because) to link similar ideas and information when writing. (W.4.2.c)</p>	<p>How do you communicate information clearly and accurately to others? What are the elements of descriptive writing?</p> <p>Conceptual Understandings: Informational/explanatory writing conveys accurate information to increase the readers' knowledge of a subject, to help readers better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.</p>	<p>Modeled, Shared, Guided, and Independent Writing Peer editing/conferencing Mini-lessons Five paragraph essay Develop individual vocabulary list Skill-based work stations Notetaking Summarize articles/information read Use of graphic organizers Documenting/Noting resources</p> <p>Resources: Unit of Study (Lucy Calkins) <i>Time for Kids/Scholastic News</i> owl.english.purdue.edu <i>Nonfiction Craft Lessons</i>, Ralph Fletcher</p> <p>www.readwritethink.org</p> <p>www.ehow.com</p> <p>www.superteacherworksheets.com</p> <p>www.timeforkids.com</p> <p>www.heinemann.com www.writersdigest.com</p> <p>www.havefunteaching.com</p>

Objectives/The student will be able to:	Essential Questions/Conceptual Understandings:	Learning Activities:
<p>Use precise language and domain-specific vocabulary to inform about or explain the topic being presented. (W.4.2.d, L.4.6)</p> <p>Provide a concluding statement or section that is related to the information or explanation presented. (W.4.2.e)</p> <p>Produce an organized informational/explanatory piece that provides clarity and cohesiveness and is appropriate to task, purpose, and audience. (W.4.2, W.4.4)</p> <p>Plan, revise, and edit writing with guidance and support of peers and adults in order to strengthen writing. (W.4.5)</p> <p>Use technology (e.g., the internet) to produce and publish an informational/ explanatory writing with some guidance and support from adults. (W.4.6)</p> <p>Demonstrate keyboarding skills to type a minimum of one page in a single sitting. (W.4.6)</p>		<p>http://tc.readingandwritingproject.com/</p> <p>http://www2.ed.gov/parents/read/resources/readingtips/part_pg4.html</p>

Objectives/The student will be able to:	Essential Questions/Conceptual Understandings:	Learning Activities:
<p>Recall relevant information from experiences or gather relevant information from print and digital sources to support selected topic. (W.4.8, RI.4.9, RI.4.10)</p> <p>Take notes and organize information gathered into categories to support informational/explanatory topic. (W.4.8)</p> <p>Produce a research-based informative/explanatory piece that requires examination of a topic from different aspects. (W.4.7)</p> <p>Provide a list of sources used to support topic. (W.4.8)</p> <p>Use textual evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9, W.4.9.a, W.4.9.b)</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two). (W.4.10)</p>		

Objectives/The student will be able to:	Essential Questions/Conceptual Understandings:	Learning Activities:
<p>Use complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1, L.4.1.f)</p> <p>Use correct capitalization. (L.4.2.a)</p> <p>Spell grade-appropriate words correctly, consulting references as needed. (L.4.2.d)</p> <p>Use commas and quotation marks correctly when using dialogue or quotations from a text. (L.4.2.b)</p> <p>Use a comma before a coordinating conjunction in a compound sentence. (L.4.2.c)</p> <p>Use correct punctuation, at times for effect. (L.4.2, L.4.3.b)</p> <p>Use words and phrases to convey ideas precisely. (L.4.3.a)</p> <p>Determine and clarify the meaning and pronunciation of unknown and multiple-meaning words by consulting print and digital reference materials. (L.4.4, L.4.4.c)</p>		

Objectives/The student will be able to:	Essential Questions/Conceptual Understandings:	Learning Activities:
<p>Use domain-specific words and phrases that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6)</p> <p>Orally share informative/explanatory writing with an audience. (SL.4.3, SL.4.4, SL.4.5, SL.4.6)</p> <p>Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p>		

<p>Subject/Grade Level: Grade 4 English Language Arts</p>	<p>Topic: Opinion Writing</p> <p>Goal 10: In the 21st century workforce, the ability to effectively argue one’s opinion is more important than ever before. The opinion writing unit introduces students to the opinion/argumentative writing genre. Students will learn the purpose and organization of opinion essays by reading a variety of teacher selected mentor essays and articles. Through mini-lessons, guided reading, and guided writing, students will learn how to consider a debate and develop a persuasive thesis, how to support their thesis with strong arguments, and how to write effective counterarguments. Students will learn to organize their ideas clearly and effectively and will have the opportunity to develop an opinion essay on a topic important to them. Students will take their opinion essay through the writing process to publication.</p>
<p>Assessment</p>	<p>Published opinion piece Review (book, movie or video) Timed writing piece Rubrics Graphic organizers Journal writing Drafts Self and peer editing Writing conferences Anecdotal records</p> <p>District Benchmark</p>
<p>21st Century Skills:</p>	<ul style="list-style-type: none"> • Creativity & Innovation • Critical Thinking & Problem Solving • Communication & Collaboration • Media Literacy • Information Literacy • Information, Communication & Technology • Life & Career Skills
<p>21st Century Interdisciplinary Themes</p>	<ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Environmental Literacy

Objectives /The student will be able to:	Essential Questions/Conceptual Understandings	Learning Activities:
<p>Introduce a topic or text and state an opinion about chosen topic. (W.4.1, W.4.1.a)</p> <p>Use a prewriting graphic organizer to organize thoughts and ideas. (W.4.1.a)</p> <p>Provide factual reasons, information and details to support point of view. (W.4.1, W.4.1.b)</p> <p>Utilize personal knowledge or information from print and digital sources in opinion writing. (W.4.8)</p> <p>Draw evidence from literary or informational texts to support opinions. (W.4.9, W.4.9.a, W.4.9.b)</p> <p>Craft an introduction that hooks the reader. (W.4.1.a)</p> <p>Group related information, reasons, and details in paragraphs and an organized structure to support opinion and purpose. (W.4.1.a)</p>	<p>How do you write to convey an opinion through an essay or review?</p> <p>How does the organizational structure of an essay support the writer's purpose?</p> <p>Conceptual Understandings: An opinion can be stated in a variety of formats.</p> <p>To communicate and persuade others of an opinion you must support it with reasons.</p>	<p>Modeled writing Shared and Guided Writing Independent writing Mini-lessons Using mentor texts Using textual evidence Peer conferences Writing conferences</p> <p>Resources: <i>Nonfiction Craft Lessons</i>, Ralph Fletcher owl.english.purdue.edu Lucy Calkins Units of Study Pearson Foundational Lessons Ralph Fletcher's Craft Lessons for Non-Fiction</p> <p>www.sadlier-oxford.com</p> <p>www.webenglishteacher.com</p> <p>www.readwritethink.org</p> <p>//tc.readingandwritingproject.com/</p>

Objectives /The student will be able to:	Essential Questions/Conceptual Understandings	Learning Activities:
<p>Develop a logical progression of ideas and thoughts through the use of transitional words and phrases (e.g., for instance, in order to, in addition). (W.4.1.c)</p> <p>Provide a thoughtful conclusion that restates the opinion. (W.4.1.d)</p> <p>Produce a multiparagraph organizational opinion piece that provides clarity and cohesiveness and is appropriate to task, purpose and audience. (W.4.4)</p> <p>Plan, revise and edit writing with guidance and support of peers and adults in order to develop and strengthen writing. (W.4.5)</p> <p>Use technology (e.g., the internet) to produce and publish research writing with some guidance and support from adults. (W.4.6)</p> <p>Demonstrate keyboarding skills to type a minimum of one page in a single sitting. (W.4.6)</p>		

Objectives /The student will be able to:	Essential Questions/Conceptual Understandings	Learning Activities:
<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two). (W.4.10)</p> <p>Use complete sentences, recognizing and correcting inappropriate fragments and run-ons. (L.4.1, L.4.1.f)</p> <p>Use correct capitalization, at times for effect. (L.4.2, L.4.2.a, L.4.3, L.4.3.b)</p> <p>Spell grade-appropriate words correctly, consulting references as needed. (L.4.2.d)</p> <p>Use commas and quotation marks correctly when using dialogue or quotations from a text. (L.4.2.b)</p> <p>Use a comma before a coordinating conjunction in a compound sentence. (L.4.2.c)</p> <p>Use words and phrases to convey ideas precisely. (L.4.3.a)</p>		

Objectives /The student will be able to:	Essential Questions/Conceptual Understandings	Learning Activities:
<p>Determine and clarify the meaning and pronunciation of unknown and multiple-meaning words by consulting print and digital reference materials. (L.4.4, L.4.4.c)</p> <p>Use domain-specific words and phrases that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (L.4.6)</p> <p>Orally share opinion writing with an audience. (L.4.3.c, SL.4.3, SL.4.4, SL.4.5, SL.4.6)</p> <p>Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play). (9.1.4.C.1)</p> <p>Use effective oral and written communication in face-to-face and online interactions and when presenting to an audience. (9.1.4.D.1)</p>		