

# TOWNSHIP OF UNION PUBLIC SCHOOLS



## ELA Grade 4

**Curricular Frameworks Units 1 - 4  
Curriculum Guide  
Updated July 16, 2019**

### **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

### **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## **Course Description**

This guide has been created to assist district Grade 4 teachers in meeting the goals required to master the standards outlined in the Curricular Framework for English Language Arts (ELA). The framework is aligned to the New Jersey Student Learning Standards for English Language Arts (ELA) and reflect the skills and knowledge students need to succeed in college, career, and life.

## **Curriculum Units/Pacing Guide**

<b>Unit # / Title</b>	<b>Number of Days</b>
Curricular Frameworks: Unit 1	45
Curricular Frameworks: Unit 2	45
Curricular Frameworks: Unit 3	45
Curricular Frameworks: Unit 4	45

## Unit Standards Overview

Overview	Reading	Writing	Speaking and Listening	Language
<b><u>Unit 1</u></b>	Primary Focus Standards: RL.4.1 RI.4.1 RF.4.3A  RL.4.2 RI.4.2 RF.4.4A,B,C  RL.4.4 RI.4.4  RL.4.6 RI.4.6	Primary Focus Standards: W.4.1A,B,C,D W.4.4 W.4.5 W.4.6 W.4.7 W.4.10	Primary Focus Standards: SL.4.1A,B,C,D SL.4.6	Primary Focus Standards: L.4.1A,B L.4.2A,D L.4.4A,C L.4.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>● 1 Extended Text</li> <li>● 3-6 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>● Opinion Writing</li> <li>● Research</li> <li>● Routine Writing</li> </ul>	Task Types: <ul style="list-style-type: none"> <li>● Small and whole group discussions</li> </ul>	These standards are embedded within the writing process
<b><u>Unit 2</u></b>	Primary Focus Standards: RL.4.1 RI.4.1 RF.4.3A  RL.4.2 RI.4.2 RF.4.4A,B,C  RI.4.3  RI.4.4  RI.4.5  RI.4.6  RI.4.7  RI.4.8  RI.4.9	Primary Focus Standards: W.4.2A,B,C,D,E W.4.4 W.4.5 W.4.6 W.4.8 W.4.10	Primary Focus Standards: SL.4.1A,B,C,D SL.4.2 SL.4.3 SL.4.6	Primary Focus Standards: L.4.1C,D L.4.2B,D L.4.3A,B,C L.4.4A,C L.4.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> <li>● 1 Extended Text</li> <li>● 3-6 shorter texts depending upon length and complexity</li> </ul>	Writing Genre: <ul style="list-style-type: none"> <li>● Research/Informative</li> <li>● Routine Writing</li> </ul>	Task Type: <ul style="list-style-type: none"> <li>● Project-based presentations focusing on use of multimedia and visual displays</li> </ul>	These standards are embedded within the writing process

<b>Unit 3</b>	<p>Primary Focus Standards:            RL.4.1 RI.4.1 RF.4.3A</p> <p>RL.4.2 RI.4.2 RF.4.4A,B,C</p> <p>RL.4.3</p> <p>RL.4.4</p> <p>RL.4.5</p> <p>RL.4.6</p> <p>RL.4.7</p> <p>RL.4.9</p>	<p>Primary Focus Standards:            W.4.3A,B,C,D</p> <p>W.4.4</p> <p>W.4.5</p> <p>W.4.6</p> <p>W.4.9</p> <p>W.4.10</p>	<p>Primary Focus Standards:            SL.4.1A,B,C,D</p> <p>SL.4.2</p> <p>SL.4.4</p> <p>SL.4.6</p>	<p>Primary Focus Standards:            L.4.1E,F</p> <p>L.4.2C,D</p> <p>L.4.4A,C</p> <p>L.4.5A,B,C</p> <p>L.4.6</p>
	<p>Text Type: (fiction and nonfiction)</p> <ul style="list-style-type: none"> <li>1 - 2 Extended Texts</li> <li>4-8 shorter texts depending upon length and complexity</li> </ul>	<p>Writing Genre:</p> <ul style="list-style-type: none"> <li>Narrative</li> <li>Literary Analysis</li> <li>Routine Writing</li> </ul>	<p>Task Type:</p> <ul style="list-style-type: none"> <li>Present in small groups and to whole class</li> </ul>	<p>These standards are embedded within the writing process</p>
<b>Unit 4</b>	<p>Primary Focus Standards:            RL.4.1 RI.4.1 RF.4.3A</p> <p>RL.4.2 RI.4.2 RF.4.4A,B,C</p> <p>RL.4.4 RI.4.4</p> <p>RL.4.5 RI.4.5</p> <p>RL.4.6 RI.4.6</p> <p>RL.4.10 RI.4.10</p>	<p>Primary Focus Standards:            W.4.2A,B,C,D,E</p> <p>W.4.4</p> <p>W.4.5</p> <p>W.4.6</p> <p>W.4.10</p> <p>Select at least one from W.4.7, W.4.8, W.4.9</p>	<p>Primary Focus Standards:            SL.4.1A,B,C,D</p> <p>SL.4.2</p> <p>SL.4.5</p> <p>SL.4.6</p>	<p>Primary Focus Standards:            L.4.1G</p> <p>L.4.2D</p> <p>L.4.4A,B,C</p> <p>L.4.6</p>
	<p>Text Type: (fiction and nonfiction)</p> <ul style="list-style-type: none"> <li>1 Extended Text</li> <li>3-6 shorter texts depending upon length and complexity</li> </ul>	<p>Writing Genre:</p> <ul style="list-style-type: none"> <li>Research</li> <li>Informative and Explanatory</li> <li>Routine Writing</li> </ul>	<p>Task type:</p> <ul style="list-style-type: none"> <li>Debates</li> <li>Present in small groups and to whole class</li> </ul>	<p>These standards are embedded within the writing process</p>
<b>Suggested Open Educational Resources</b>	<p>Reading</p> <ul style="list-style-type: none"> <li><a href="#">North Carolina-4th Gr. ELA Unpacking the Standards</a></li> <li><a href="#">PARCC Evidence Tables</a></li> <li><a href="#">Point of View Video</a></li> <li><a href="#">Main Idea Practice</a></li> </ul>	<p>Writing/Language</p> <ul style="list-style-type: none"> <li><a href="#">Brainstorm before Writing</a></li> <li><a href="#">Conferencing Video</a></li> <li><a href="#">Narrative Lessons</a></li> <li><a href="#">Compare/Contrast Map</a></li> <li><a href="#">Essay Map</a></li> </ul>	<p>Speaking &amp; Listening</p> <ul style="list-style-type: none"> <li><a href="#">Collaborative Discussions Video</a></li> <li><a href="#">Notes for Discussions Video</a></li> <li><a href="#">Text Talk Time</a></li> <li><a href="#">Literature Circles</a></li> </ul>	<p>Critical Thinking</p> <ul style="list-style-type: none"> <li><a href="#">Current Event Lessons</a></li> <li><a href="#">Smithsonian Tween Tribune</a></li> <li><a href="#">Newsela Critical Thinking Handbook</a></li> </ul>

	<ul style="list-style-type: none"><li>● <a href="#"><u>Inference Practice</u></a></li><li>● <a href="#"><u>Read Aloud Strategy</u></a></li><li>● <a href="#"><u>Circle Plot Diagram</u></a></li><li>● <a href="#"><u>Fluency Packet</u></a></li></ul>	<ul style="list-style-type: none"><li>● <a href="#"><u>Implementing the Writing Process</u></a></li><li>● <a href="#"><u>Mini Lessons</u></a></li><li>● <a href="#"><u>Writing Samples</u></a></li><li>● <a href="#"><u>Graphic Organizers</u></a></li><li>● <a href="#"><u>Flocabulary</u></a></li><li>● <a href="#"><u>Context Clues</u></a></li><li>● <a href="#"><u>Word Usage</u></a></li><li>● <a href="#"><u>Grammar and Usage</u></a></li><li>● <a href="#"><u>Spelling practice</u></a></li><li>● <a href="#"><u>Various ELA Practices</u></a></li></ul>	<ul style="list-style-type: none"><li>● <a href="#"><u>Speaking and Listening Rubric</u></a></li><li>● <a href="#"><u>In Character Presentation</u></a></li><li>● <a href="#"><u>Crafting a Persuasive Speech</u></a></li><li>● <a href="#"><u>New Report</u></a></li></ul>	<ul style="list-style-type: none"><li>● <a href="#"><u>Critical Thinking Lessons in Literacy</u></a></li><li>● <a href="#"><u>Whole Brain Teaching Video</u></a></li><li>● <a href="#"><u>Critical Thinking Lesson Plans</u></a></li></ul>
--	---	---	---	--

## Curricular Units

### Unit 1 Grade 4

Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills
RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> <li>● Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read</li> <li>● Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text</li> <li>● Refer to the text when drawing conclusions as well as when answering directly stated questions</li> </ul>
RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> <li>● Identify the key details of a text that support the main idea</li> <li>● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns</li> <li>● Determine the theme or main idea of the text</li> <li>● Summarize the key points of a text</li> <li>● Explain how the author supports main ideas in informational text with key details</li> </ul>
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.	RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	<ul style="list-style-type: none"> <li>● Determine the meaning of words and phrases in a text</li> <li>● Identify words that allude to mythological characters (ie: Herculean)</li> <li>● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)</li> <li>● Identify metaphors and similes</li> </ul>
RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	RL.4.6: <ul style="list-style-type: none"> <li>● Identify the narrator’s point of view</li> <li>● Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view</li> </ul>
		RI.4.6: <ul style="list-style-type: none"> <li>● Identify similarities and differences between firsthand and secondhand accounts</li> <li>● Explain how the point of view impacts the delivery of information in the text</li> </ul>
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		<ul style="list-style-type: none"> <li>● Identify specific strategies for decoding words in texts</li> <li>● Apply the specific strategies for decoding and spelling multisyllabic words</li> </ul>
RF.4.4. Read with sufficient accuracy and fluency to support comprehension. RF.4.4.A. Read grade-level text with purpose and understanding. RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		<ul style="list-style-type: none"> <li>● Use various strategies to understand text and read with purpose</li> <li>● Read grade-level poetry and prose aloud accurately</li> <li>● Use an appropriate rate and expression when reading aloud</li> <li>● Use various strategies to support word recognition and understanding</li> <li>● Reread texts when appropriate to support increased accuracy, fluency, and comprehension</li> </ul>
Unit 1 Writing Standards		Unit 1 Writing Critical Knowledge and Skills
W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		<ul style="list-style-type: none"> <li>● Distinguish fact from opinions</li> <li>● Organize text by using a specific organizational structure(i.e.: cause/effect</li> </ul>

<p>W.4.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>W.4.1.B. Provide reasons that are supported by facts from texts and/or other sources.</p> <p>W.4.1.C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>W.4.1.D. Provide a conclusion related to the opinion presented.</p>	<p>chronological order, etc)</p> <ul style="list-style-type: none"> <li>● Group supporting details to support the writer's purpose</li> <li>● Introduce a topic or text clearly</li> <li>● State an opinion to be supported with evidence</li> <li>● Write a thesis statement to focus the writing</li> <li>● Logically order reasons that are supported by facts</li> <li>● Support the opinion with facts and details from texts or other sources</li> <li>● Use transitional words and phrases to connect opinions to reasons</li> <li>● Write a conclusion related to the opinion presented</li> </ul>
<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<ul style="list-style-type: none"> <li>● Produce writing that is clear and understandable to the reader</li> <li>● Unpack writing tasks (type of writing assignment)</li> <li>● Unpack writing purpose (the writer's designated reason for writing)</li> <li>● Focus the organization and development of a topic to reflect the task and purpose</li> </ul>
<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p>	<ul style="list-style-type: none"> <li>● Practice revising and editing skills</li> <li>● Change word choice and sentence structure in writing to strengthen the piece</li> <li>● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing</li> <li>● Recognize spelling, grammar, and punctuation errors</li> <li>● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Use digital tools</li> <li>● Use technology for producing and publishing writing, and collaborating with others</li> <li>● Demonstrate proficiency in keyboarding skills</li> <li>● Type at least one page in a single setting</li> </ul>
<p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<ul style="list-style-type: none"> <li>● Research a topic through investigation of the topic</li> <li>● Explore a topic in greater detail by developing a research question that helps bring focus to the topic</li> <li>● Gather information to support a topic</li> <li>● Select relevant information from texts to support main ideas or claims</li> <li>● Group like ideas to organize writing</li> </ul>
<p>W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>● Produce numerous pieces of writing over various time frames</li> <li>● Develop skills in research</li> <li>● Reflect on and revise writing</li> <li>● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose</li> </ul>
<p><b>Unit 1 Speaking and Listening Standards</b></p>	<p><b>Unit 1 Speaking and Listening Critical Knowledge and Skills</b></p>
<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>● SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</li> <li>SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</li> </ul>	<ul style="list-style-type: none"> <li>● Use previous knowledge to expand discussions about a topic</li> <li>● Engage in conversations about grade-appropriate topics and texts</li> <li>● Participate in a variety of rich, structured conversations</li> <li>● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</li> <li>● Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)</li> </ul>

SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions	
SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> <li>● Speak for a variety of purposes</li> <li>● Distinguish between formal and informal discourse</li> <li>● Adapt speech to a variety of contexts and tasks</li> </ul>
<b>Unit 1 Language Standards</b>	<b>Unit 1 Language Critical Knowledge and Skills</b>
<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.1.A. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>L.4.1.B. Form and use the progressive (e.g., <i>I was walking; I will be walking</i>) verb tenses.</p>	<ul style="list-style-type: none"> <li>● Identify and define relative pronouns</li> <li>● Use appropriate relative pronouns and relative adverbs when writing or speaking</li> <li>● Identify progressive verb tenses in sentences</li> <li>● Select the appropriate verb tense to use when writing or speaking</li> </ul>
<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2.A. Use correct capitalization.</p> <p>L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> <li>● Identify rules for capitalization</li> <li>● Apply capitalization rules consistently</li> <li>● Spell grade-appropriate words correctly</li> <li>● Use references as needed to aid in spelling</li> </ul>
<p>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.</p> <p>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases</p>	<ul style="list-style-type: none"> <li>● Decipher the meanings of words and phrases by using sentence context</li> <li>● Determine the meaning of commonly used prefixes and suffixes</li> <li>● Separate a base word from the prefix or suffix</li> <li>● Use the definition of known prefixes and suffixes to define new words</li> <li>● Identify the purpose and use of glossaries and dictionaries</li> <li>● Determine the structure of glossaries and dictionaries</li> <li>● Use both print and digital glossaries and dictionaries to define and clarify words</li> </ul>
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).	<ul style="list-style-type: none"> <li>● Use 4th grade vocabulary fluently when discussing academic or domain-specific topics</li> <li>● Choose the most accurate word when describing actions, emotions, or states of being</li> <li>● Choose the most accurate word when discussing a particular topic</li> <li>● Use knowledge of synonyms and antonyms to broaden vocabulary</li> </ul>

Unit 1 Grade 4 Township of Union Instructional Unit	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> <li>● Writing conferences</li> <li>● Graphic organizers</li> <li>● Peer editing and self-assessments</li> <li>● Think-Pair-Share</li> <li>● Exit tickets</li> <li>● Unit tests</li> <li>● Quizzes</li> <li>● Summaries/Reflections</li> <li>● Text dependent questions</li> </ul>	<ul style="list-style-type: none"> <li>● Edconnect Benchmark Assessments</li> <li>● I-ready diagnostics</li> <li>● End of unit tests</li> <li>● Quarterly writing</li> <li>● Projects</li> </ul>

<b>District/School Texts</b>		<b>District/School Supplementary Resources</b>	
<ul style="list-style-type: none"> <li>● <b>Journeys Reading Series: Leveled Readers and Weekly Selections</b></li> <li>● Authentic Read Alouds</li> <li>● Mentor Texts</li> <li>● Classroom Libraries</li> <li>● Novel: <u>Tales of a Fourth Grade Nothing</u></li> </ul>		<ul style="list-style-type: none"> <li>● Storyworks</li> <li>● Common Core Writing to Texts</li> <li>● Grade Level Writing Guide</li> <li>● Flocabulary</li> <li>● Strategies for Writers</li> <li>● Websites</li> </ul> <p>www.flocabulary.com  www.storyworks.com  www.readworks.org  www.parconline.com  www.flocabulary.com  www.achievethecore.org  www.corestandards.org  www.spellingcity.com  www.brainpop.com  www.eduplace.com/graphicorganizer  www.funbrain.com  www.teacherspayteachers.com  www.abcya.com  www.edpuzzle.com</p> <p><b>Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission’s Literacy Components for Primary Grades:</b></p> <p><a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p> <p><a href="https://nj.gov/education/holocaust/curriculum/">https://nj.gov/education/holocaust/curriculum/</a></p>	
<b>District/School Writing Tasks</b>			
<p><b>Primary Focus</b> <b>Informative</b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>● Tell about someone you admire and describe the qualities that you like about them.</li> <li>● What kind of job would you like to do? Describe the occupation and why you chose it.</li> </ul>	<p><b>Secondary Focus</b></p> <ul style="list-style-type: none"> <li>● Writing to one text</li> <li>● Writing to multiple texts: see samples in Common Core Writing to Texts (Pages 50-119)</li> <li>● Storyworks paired texts</li> </ul>	<p><b>Routine Writing</b></p> <ul style="list-style-type: none"> <li>● RAPP writing method for extended constructed responses</li> <li>● Journal writing (including but not limited to word of the day, morning messages, quote of the week, etc.)</li> <li>● Everyday responses during class.</li> </ul>	

<ul style="list-style-type: none"> <li>• Favorite character from book/story (character traits)</li> <li>• Favorite Season</li> <li>• Favorite Holiday</li> </ul>		
--	--	--

Unit 1 Suggested Modifications/Accommodations/Extension Activities		
<b>English Language Learners (ELL)</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<b>Special Education / 504</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<b>Gifted and Talented</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p><b>Examples of Strategies and Practices that Support English Language Learners:</b>  <b>*All WIDA Can Do Descriptors can be found at: <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></b></p> <ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Visual learning, including graphic organizers</li> <li>• Use of cognates to increase comprehension</li> <li>• Teacher modeling</li> <li>• Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>• Scaffolding</li> <li>• Word walls</li> <li>• Sentence frames</li> <li>• Think-pair-share</li> <li>• Cooperative learning groups</li> <li>• Teacher think-aloud</li> </ul>	<p><b>Examples of Strategies and Practices that Support Students with Disabilities:</b>  <b>*Refer to students' IEP for specific modifications and accommodations</b></p> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> <li>• Modification of content and student products</li> <li>• Testing accommodations</li> <li>• Authentic assessments</li> </ul>	<p><b>Examples of Strategies and Practices that Support Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>• Adjusting the pace of lessons</li> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher-order thinking skills</li> <li>• Interest-based content</li> <li>• Student-driven instruction</li> <li>• Real-world problems and scenarios</li> </ul>

Unit 1 Connections	
<b>NJSLS - Technology</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <a href="#">NJ Technology Standards</a>	<b>Career Readiness Practices</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <a href="#">NJ Career Readiness Practices</a>
<p><b>Technology Standards: Technology standards are embedded throughout all curricular units.</b></p> <p><b>8.1 Educational Technology</b> All students will use digital tools to</p>	<p><b>Career Ready Practices and Standard 9.1, 9.2, and 9.3</b></p> <p><b>Career Ready Practices:</b></p>

access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.

### 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

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

#### 21st Century Skills

*When possible, provide links to specific samples/ documents/ assignments/etc.*

Refer to the [21st Century Life and Skills](#)

#### Interdisciplinary Connections

*When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.*

Refer to the [NJ Student Learning Standards](#)

#### 21st Century Themes and Skills

##### 21st Century Themes

- *Global Awareness*
- *Environmental Literacy*
- *Health Literacy*
- *Civic Literacy*

**Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.**

<ul style="list-style-type: none"> <li>● <i>Financial, Economic, Business, and Entrepreneurial Literacy</i></li> </ul> <p><b>21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>● <i>Creativity and Innovation (E)</i></li> <li>● <i>Critical Thinking and Problem Solving (T) (A)</i></li> <li>● <i>Communication (E)</i></li> <li>● <i>Collaboration (E) (T)</i></li> </ul>	
--	--

Unit 2 Grade 4		
Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills
RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> <li>● Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read</li> <li>● Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text</li> <li>● Refer to the text when drawing conclusions as well as when answering directly stated questions</li> </ul>
RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> <li>● Identify the key details of a text that support the main idea</li> <li>● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns</li> <li>● Determine the theme or main idea of the text</li> <li>● Summarize the key points of a text</li> <li>● Explain how the author supports main ideas in informational text with key details</li> </ul>
	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.	<ul style="list-style-type: none"> <li>● Read text closely to identify key details</li> <li>● Explain how or why historical events, scientific ideas or “how to” procedures happened</li> <li>● Use the text to support their answers</li> </ul>
	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> .	<ul style="list-style-type: none"> <li>● Determine the meaning of words and phrases in a text</li> <li>● Identify words that allude to significant characters (i.e.: Herculean)</li> <li>● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)</li> <li>● Identify metaphors and similes</li> </ul>
	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.	<ul style="list-style-type: none"> <li>● Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)</li> </ul>

	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.	<ul style="list-style-type: none"> <li>● Identify similarities and differences between firsthand and secondhand accounts</li> <li>● Explain how the point of view impacts the delivery of information in the text</li> </ul>
	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.	<ul style="list-style-type: none"> <li>● Analyze information presented in various formats to identify the key details</li> <li>● Understand what is heard, viewed, or presented through various media formats to help make meaning of the text</li> <li>● Explain how the information presented in various formats aids to the overall meaning</li> </ul>
	RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.	<ul style="list-style-type: none"> <li>● Identify reasons and evidence an author uses to support a claim</li> <li>● Describe how an author uses proof to support a point in the text</li> </ul>
	RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<ul style="list-style-type: none"> <li>● Read two texts closely on the same subject to identify key details</li> <li>● Synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject</li> </ul>
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		<ul style="list-style-type: none"> <li>● Identify specific strategies for decoding words in texts</li> <li>● Apply the specific strategies for decoding and spelling multisyllabic words</li> </ul>
RF.4.4. Read with sufficient accuracy and fluency to support comprehension. RF.4.4.A. Read grade-level text with purpose and understanding. RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		<ul style="list-style-type: none"> <li>● Use various strategies to understand text and read with purpose</li> <li>● Accurately read grade-level poetry and prose aloud</li> <li>● Use an appropriate rate and expression when reading aloud</li> <li>● Use various strategies to support word recognition and understanding</li> <li>● Reread texts when appropriate to support increased accuracy, fluency, and comprehension</li> </ul>
<b>Unit 2 Writing Standards</b>		<b>Unit 2 Writing Critical Knowledge and Skills</b>
W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.4.2.A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. W.4.2.B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. W.4.2.C. Link ideas within paragraphs and sections of information using		<ul style="list-style-type: none"> <li>● Introduce a topic clearly</li> <li>● Compose a clear thesis statement</li> <li>● Group related information in paragraphs and sections</li> <li>● Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate</li> <li>● Purposefully select information to develop the topic</li> <li>● Link ideas within paragraphs and sections of information using words and phrases</li> </ul>

<p>words and phrases (e.g., another, for example, also, because).</p> <p>W.4.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.4.2.E. Provide a conclusion related to the information or explanation presented.</p>	<ul style="list-style-type: none"> <li>● Use transitional words and phrases</li> <li>● Select specific language and vocabulary to convey ideas and information</li> <li>● Provide a conclusion related to the information or explanation</li> </ul>
<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<ul style="list-style-type: none"> <li>● Produce writing that is clear and understandable to the reader</li> <li>● Unpack writing tasks (type of writing assignment)</li> <li>● Unpack writing purpose (the writer's designated reason for writing)</li> <li>● Focus the organization and development of a topic to reflect the task and purpose</li> </ul>
<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p>	<ul style="list-style-type: none"> <li>● Practice revising and editing skills</li> <li>● Change word choice and sentence structure in writing to strengthen the piece</li> <li>● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing</li> <li>● Recognize spelling, grammar, and punctuation errors</li> <li>● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Use digital tools</li> <li>● Use technology for producing and publishing writing, and collaborating with others</li> <li>● Demonstrate proficiency in keyboarding skills</li> <li>● Type at least one page in a single setting</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Research information from print and digital sources</li> <li>● Integrate information from personal experience</li> <li>● Take notes and organize their information into categories</li> <li>● List the sources used</li> </ul>
<p>W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>● Produce numerous pieces of writing over various time frames</li> <li>● Develop skills in research</li> <li>● Reflect on and revise writing</li> <li>● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose</li> </ul>
<p><b>Unit 2 Speaking and Listening Standards</b></p>	<p><b>Unit 2 Speaking and Listening Critical Knowledge and Skills</b></p>
<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</p> <p>SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</p> <p>SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p>	<ul style="list-style-type: none"> <li>● Use previous knowledge to expand discussions about a topic</li> <li>● Engage in conversations about grade-appropriate topics and texts</li> <li>● Participate in a variety of rich, structured conversations</li> <li>● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</li> <li>● Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)</li> </ul>
<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p>	<ul style="list-style-type: none"> <li>● Identify the key points and supporting details of a text presented orally</li> <li>● Restate the key information from a written text read aloud or information presented in multiple formats</li> </ul>
<p>SL.4.4. Report on a topic or text, tell a story, or recount an experience in an</p>	<ul style="list-style-type: none"> <li>● Report on a topic or text, telling a story, or recounting an event in an organized,</li> </ul>

organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<ul style="list-style-type: none"> <li>logical manner</li> <li>● Present information orally and in coherent, spoken sentences</li> <li>● Use an appropriate pace when presenting</li> <li>● Present and logically support personal opinions</li> </ul>
SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> <li>● Speak for a variety of purposes</li> <li>● Distinguish between formal and informal discourse</li> <li>● Adapt speech to a variety of contexts and tasks</li> </ul>
<b>Unit 2 Language Standards</b>	<b>Unit 2 Language Critical Knowledge and Skills</b>
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.1.C. Use modal auxiliaries (e.g., <i>can</i> , <i>may</i> , <i>must</i> ) to convey various conditions. L.4.1.D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	<ul style="list-style-type: none"> <li>● Identify and define modal auxiliaries</li> <li>● Use the appropriate modal auxiliary to convey various conditions</li> <li>● Identify adjectives in sentences to determine their purpose</li> <li>● Place adjectives in conventional order when writing or speaking</li> </ul>
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.2.B. Use commas and quotation marks to mark direct speech and quotations from a text. L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.	<ul style="list-style-type: none"> <li>● Identify the format for marking direct speech and quotations</li> <li>● Apply the rules for marking direct speech and quotations when writing</li> <li>● Spell grade-appropriate words correctly</li> <li>● Use references as needed to aid in spelling</li> </ul>
L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.4.3.A. Choose words and phrases to convey ideas precisely L.4.3.B. Choose punctuation for effect L.4.3.C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)	<ul style="list-style-type: none"> <li>● Select the most precise word to convey ideas</li> <li>● Select punctuation to create effect in writing</li> <li>● Use formal English and informal English in the appropriate settings</li> </ul>
L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases	<ul style="list-style-type: none"> <li>● Decipher the meanings of words and phrases by using sentence context</li> <li>● Identify the purpose and use of glossaries and dictionaries</li> <li>● Determine the structure of glossaries and dictionaries</li> <li>● Use both print and digital glossaries and dictionaries to define and clarify words</li> </ul>
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</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	<ul style="list-style-type: none"> <li>● Use 4th grade vocabulary fluently when discussing academic or domain-specific topics</li> <li>● Choose the most accurate word when describing actions, emotions, or states of being</li> <li>● Choose the most accurate word when discussing a particular topic</li> <li>● Use knowledge of synonyms and antonyms to broaden vocabulary</li> </ul>

Unit 2 Grade 4 Township of Union Instructional Unit	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> <li>● Writing conferences</li> <li>● Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Edconnect Benchmark Assessments</li> <li>● I-ready diagnostics</li> </ul>

<ul style="list-style-type: none"> <li>• Peer editing and self-assessments</li> <li>• Think-Pair-Share</li> <li>• Exit tickets</li> <li>• Unit tests</li> <li>• Quizzes</li> <li>• Summaries/Reflections</li> <li>• Text dependent questions</li> </ul>	<ul style="list-style-type: none"> <li>• End of unit tests</li> <li>• Quarterly writing</li> <li>• Projects</li> </ul>
---	--

<b>District/School Texts</b>	<b>District/School Supplementary Resources</b>
------------------------------	--

<ul style="list-style-type: none"> <li>• <b>Journeys Reading Series: Leveled Readers and Weekly Selections</b></li> <li>• Authentic Read Alouds</li> <li>• Mentor Texts</li> <li>• Classroom Libraries</li> <li>• Novels: <ul style="list-style-type: none"> <li><u>No Talking</u></li> <li><u>Dear Mr. Henshaw</u></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Storyworks</li> <li>• Common Core Writing to Texts</li> <li>• Grade Level Writing Guide</li> <li>• Flocabulary</li> <li>• Strategies for Writers</li> <li>• Websites</li> </ul> <p>www.flocabulary.com  www.storyworks.com  www.readworks.org  www.parconline.com  www.flocabulary.com  www.achievethecore.org  www.corestandards.org  www.spellingcity.com  www.brainpop.com  www.eduplace.com/graphicorganizer  www.funbrain.com  www.teacherspayteachers.com  www.abcya.com  www.edpuzzle.com</p> <p><b>Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission's Literacy Components for Primary Grades:</b></p> <p><a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p> <p><a href="https://nj.gov/education/holocaust/curriculum/">https://nj.gov/education/holocaust/curriculum/</a></p>
--	---

<b>District/School Writing Tasks</b>		
--------------------------------------	--	--

<p><b>Primary Focus</b></p> <p><b>Opinion</b></p> <ul style="list-style-type: none"> <li>• Examples- <ul style="list-style-type: none"> <li>• Should students have to wear</li> </ul> </li> </ul>	<p><b>Secondary Focus</b></p> <ul style="list-style-type: none"> <li>• Writing to one text</li> <li>• Writing to multiple texts: see samples in Common Core Writing to Texts (Pages 50-119)</li> </ul>	<p><b>Routine Writing</b></p> <ul style="list-style-type: none"> <li>• RAPP writing method for extended constructed responses</li> <li>• Journal writing (including but not limited to</li> </ul>
---	--	---

<ul style="list-style-type: none"> <li>uniforms to school?</li> <li>Should students have homework during holiday breaks?</li> <li>Should school cafeterias sell soda to students?</li> <li>Should parents buy their 4<sup>th</sup> grade child a cellphone?</li> </ul>	<ul style="list-style-type: none"> <li>Storyworks paired texts</li> </ul>	<p>word of the day, morning messages, quote of the week, etc.)</p> <ul style="list-style-type: none"> <li>Everyday responses during class.</li> </ul>
--	---	---

**Unit 2 Suggested Modifications/Accommodations/Extension Activities**

<b>English Language Learners (ELL)</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<b>Special Education / 504</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<b>Gifted and Talented</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p><b>Examples of Strategies and Practices that Support English Language Learners:</b>  <b>*All WIDA Can Do Descriptors can be found at: <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></b></p> <ul style="list-style-type: none"> <li>Pre-teaching of vocabulary and concepts</li> <li>Visual learning, including graphic organizers</li> <li>Use of cognates to increase comprehension</li> <li>Teacher modeling</li> <li>Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>Scaffolding</li> <li>Word walls</li> <li>Sentence frames</li> <li>Think-pair-share</li> <li>Cooperative learning groups</li> <li>Teacher think-aloud</li> </ul>	<p><b>Examples of Strategies and Practices that Support Students with Disabilities:</b>  <b>*Refer to students' IEP for specific modifications and accommodations</b></p> <ul style="list-style-type: none"> <li>Use of visual and multisensory formats</li> <li>Use of assisted technology</li> <li>Use of prompts</li> <li>Modification of content and student products</li> <li>Testing accommodations</li> <li>Authentic assessments</li> </ul>	<p><b>Examples of Strategies and Practices that Support Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>Adjusting the pace of lessons</li> <li>Curriculum compacting</li> <li>Inquiry-based instruction</li> <li>Independent study</li> <li>Higher-order thinking skills</li> <li>Interest-based content</li> <li>Student-driven instruction</li> <li>Real-world problems and scenarios</li> </ul>

**Unit 2 Connections**

<b>NJSLS - Technology</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <a href="#">NJ Technology Standards</a>	<b>Career Readiness Practices</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i> Refer to the <a href="#">NJ Career Readiness Practices</a>
<p><b>Technology Standards: Technology standards are embedded throughout all curricular units.</b></p> <p><b>8.1 Educational Technology</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to</p>	<p><b>Career Ready Practices and Standard 9.1, 9.2, and 9.3</b></p> <p><b>Career Ready Practices:</b></p>

solve problems individually and collaborate and create and communicate knowledge.

### 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

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

#### 21st Century Skills

*When possible, provide links to specific samples/ documents/ assignments/etc.*

Refer to the [21st Century Life and Skills](#)

#### Interdisciplinary Connections

*When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.*

Refer to the [NJ Student Learning Standards](#)

#### 21st Century Themes and Skills

##### 21st Century Themes

- *Global Awareness*
- *Environmental Literacy*
- *Health Literacy*
- *Civic Literacy*

**Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.**

- *Financial, Economic, Business, and Entrepreneurial Literacy*

**21<sup>st</sup> Century Skills**

- *Creativity and Innovation (E)*
- *Critical Thinking and Problem Solving (T) (A)*
- *Communication (E)*
- *Collaboration (E) (T)*

Unit 3 Grade 4		
Unit 3 Reading Standards		Unit 3 Reading Critical Knowledge and Skills
RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> <li>• Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read</li> <li>• Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>• Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text</li> <li>• Refer to the text when drawing conclusions as well as when answering directly stated questions</li> </ul>
RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> <li>• Identify the key details of a text that support the main idea</li> <li>• Analyze the actions and thoughts of characters or speakers in texts, looking for patterns</li> <li>• Determine the theme or main idea of the text</li> <li>• Summarize the key points of a text</li> <li>• Explain how the author supports main ideas in informational text with key details</li> </ul>
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).		<ul style="list-style-type: none"> <li>• Read text closely, looking for key details regarding character, setting, or plot</li> <li>• Analyze story elements for literal and inferential meaning</li> <li>• Refer to the text to describe various story elements</li> </ul>
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.		<ul style="list-style-type: none"> <li>• Determine the meaning of words and phrases in a text</li> <li>• Identify words that allude to significant characters (i.e.: Herculean)</li> <li>• Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)</li> <li>• Identify metaphors and similes</li> </ul>

<p>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.</p>		<ul style="list-style-type: none"> <li>● Explain the differences between poems, drama, and prose</li> <li>● Explain how structural elements are used to create an oral or written response to a text</li> </ul>
<p>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.</p>		<ul style="list-style-type: none"> <li>● Identify the narrator’s point of view</li> <li>● Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view</li> </ul>
<p>RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text</p>		<ul style="list-style-type: none"> <li>● Link the reading of the text to listening or viewing the same story</li> <li>● Compare what was read to what was visualized and heard</li> <li>● Cite textual evidence to support comparisons</li> </ul>
<p>RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>		<ul style="list-style-type: none"> <li>● Identify similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature</li> <li>● Analyze how the theme is presented in the text</li> <li>● Analyze the influence of culture on similar themes</li> </ul>
<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>		<ul style="list-style-type: none"> <li>● Identify specific strategies for decoding words in texts</li> <li>● Apply the specific strategies for decoding and spelling multisyllabic words</li> </ul>
<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension. RF.4.4.A. Read grade-level text with purpose and understanding. RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<ul style="list-style-type: none"> <li>● Use various strategies to understand text and read with purpose</li> <li>● Accurately read grade-level poetry and prose aloud</li> <li>● Use an appropriate rate and expression when reading aloud</li> <li>● Use various strategies to support word recognition and understanding</li> <li>● Reread texts when appropriate to support increased accuracy, fluency, and comprehension</li> </ul>
<p><b>Unit 3 Writing Standards</b></p>	<p><b>Unit 3 Writing Critical Knowledge and Skills</b></p>	
<p>W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. W.3.3.C. Use temporal words and phrases to signal event order. W.3.3.D. Provide a sense of closure.</p>		<ul style="list-style-type: none"> <li>● Compose a story hook to engage the reader</li> <li>● Establish the story’s background or situation</li> <li>● Introduce a narrator and/or characters</li> <li>● Purposefully arrange events to make the story flow</li> <li>● Use dialogue and description to develop experiences and events</li> <li>● Show the responses of characters to situations, when appropriate</li> <li>● Use a variety of transitional words and phrases to manage the sequence of events</li> <li>● Use concrete words and phrases to relay story details</li> <li>● Use sensory details to convey experiences and events precisely</li> <li>● Provide a conclusion that follows from the narrated experiences or events</li> </ul>
<p>W.4.4. Produce clear and coherent writing in which the development and</p>		<ul style="list-style-type: none"> <li>● Produce writing that is clear and understandable to the reader</li> </ul>

<p>organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<ul style="list-style-type: none"> <li>● Unpack writing tasks (type of writing assignment)</li> <li>● Unpack writing purpose (the writer’s designated reason for writing)</li> <li>● Focus the organization and development of a topic to reflect the task and purpose</li> </ul>
<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p>	<ul style="list-style-type: none"> <li>● Practice revising and editing skills</li> <li>● Change word choice and sentence structure in writing to strengthen the piece</li> <li>● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing</li> <li>● Recognize spelling, grammar, and punctuation errors</li> <li>● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Use digital tools</li> <li>● Use technology for producing and publishing writing, and collaborating with others</li> <li>● Demonstrate proficiency in keyboarding skills</li> <li>● Type at least one page in a single setting</li> </ul>
<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> <li>● Use strategies for reading literary and informational text to investigate topics</li> <li>● Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events</li> <li>● Explain how an author uses proof to support a point in informational text</li> <li>● Prove each point with evidence from the text</li> <li>● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject</li> </ul>
<p>W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>● Produce numerous pieces of writing over various time frames</li> <li>● Develop skills in research</li> <li>● Reflect on and revise writing</li> <li>● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose</li> </ul>
<p><b>Unit 3 Speaking and Listening Standards</b></p>	<p><b>Unit 3 Speaking and Listening Critical Knowledge and Skills</b></p>
<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</p> <p>SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</p> <p>SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p>	<ul style="list-style-type: none"> <li>● Use previous knowledge to expand discussions about a topic</li> <li>● Engage in conversations about grade-appropriate topics and texts</li> <li>● Participate in a variety of rich, structured conversations</li> <li>● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</li> <li>● Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker’s idea, sharing the floor, etc)</li> </ul>
<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p>	<ul style="list-style-type: none"> <li>● Identify the key points and supporting details of a text presented orally</li> <li>● Restate the key information from a written text read aloud or information presented in multiple formats</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Report on a topic or text, telling a story, or recounting an event in an organized, logical manner</li> <li>● Present information orally and in coherent, spoken sentences</li> <li>● Use an appropriate pace when presenting</li> </ul>

	<ul style="list-style-type: none"> <li>● Present and logically support personal opinions</li> </ul>
SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> <li>● Speak for a variety of purposes</li> <li>● Distinguish between formal and informal discourse</li> <li>● Adapt speech to a variety of contexts and tasks</li> </ul>
<b>Unit 3 Language Standards</b>	<b>Unit 3 Language Critical Knowledge and Skills</b>
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.1.E. Form and use prepositional phrases. L.4.1.F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	<ul style="list-style-type: none"> <li>● Recognize the purpose and function of prepositional phrases</li> <li>● Identify prepositions and prepositional phrases when reading</li> <li>● Use prepositional phrases in writing</li> <li>● Identify the components of complete sentences</li> <li>● Consistently write in complete sentences</li> <li>● Distinguish complete sentences, fragments, and run-on sentences</li> <li>● Revise fragments and run-ons to form complete sentences</li> </ul>
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.2.C. Use a comma before a coordinating conjunction in a compound sentence. L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.	<ul style="list-style-type: none"> <li>● Identify coordinating conjunctions in sentences</li> <li>● Use a comma before a coordinating conjunction in a compound sentence</li> <li>● Spell grade-appropriate words correctly</li> <li>● Use references as needed to aid in spelling</li> </ul>
L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases	<ul style="list-style-type: none"> <li>● Decipher the meanings of words and phrases by using sentence context</li> <li>● Identify the purpose and use of glossaries and dictionaries</li> <li>● Determine the structure of glossaries and dictionaries</li> <li>● Use both print and digital glossaries and dictionaries to define and clarify words</li> </ul>
L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.4.5.A. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context. L.4.5.B. Recognize and explain the meaning of common idioms, adages, and proverbs. L.4.5.C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	<ul style="list-style-type: none"> <li>● Identify similes and metaphors in text</li> <li>● Explain the meaning of simple similes and metaphors</li> <li>● Identify idioms, adages, and proverbs in text</li> <li>● Explain the meaning of common idioms, adages, and proverbs</li> <li>● Determine synonyms and antonyms of words to show meaning</li> </ul>
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).	<ul style="list-style-type: none"> <li>● Use 4th grade vocabulary fluently when discussing academic or domain-specific topics</li> <li>● Choose the most accurate word when describing actions, emotions, or states of being</li> <li>● Choose the most accurate word when discussing a particular topic</li> <li>● Use knowledge of synonyms and antonyms to broaden vocabulary</li> </ul>

Unit 3 Grade 4 Township of Union Instructional Unit	
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
<ul style="list-style-type: none"> <li>● Writing conferences</li> </ul>	<ul style="list-style-type: none"> <li>● Edconnect Benchmark Assessments</li> </ul>

<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Peer editing and self-assessments</li> <li>• Think-Pair-Share</li> <li>• Exit tickets</li> <li>• Unit tests</li> <li>• Quizzes</li> <li>• Summaries/Reflections</li> <li>• Text dependent questions</li> </ul>	<ul style="list-style-type: none"> <li>• I-ready diagnostics</li> <li>• End of unit tests</li> <li>• Quarterly writing</li> <li>• Projects</li> </ul>
---	---

<b>District/School Texts</b>	<b>District/School Supplementary Resources</b>
------------------------------	--

<ul style="list-style-type: none"> <li>• <b>Journeys Reading Series: Leveled Readers and Weekly Selections</b></li> <li>• Authentic Read Alouds</li> <li>• Mentor Texts</li> <li>• Classroom Libraries</li> <li>• Novels: Mr. Popper’s Penguins The Trumpet of the Swan</li> </ul>	<ul style="list-style-type: none"> <li>• Storyworks</li> <li>• Common Core Writing to Texts</li> <li>• Grade Level Writing Guide</li> <li>• Flocabulary</li> <li>• Strategies for Writers</li> <li>• Websites</li> </ul> <p>www.flocabulary.com www.storyworks.com www.readworks.org www.parconline.com www.flocabulary.com www.achievethecore.org www.corestandards.org www.spellingcity.com www.brainpop.com www.eduplace.com/graphicorganizer www.funbrain.com www.teacherspayteachers.com www.abcya.com www.edpuzzle.com</p> <p><b>Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission’s Literacy Components for Primary Grades:</b></p> <p><a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p> <p><a href="https://nj.gov/education/holocaust/curriculum/">https://nj.gov/education/holocaust/curriculum/</a></p>
--	--

<b>District/School Writing Tasks</b>		
--------------------------------------	--	--

<p><b>Primary Focus</b> <b>Narrative Writing</b> Examples-</p>	<p><b>Secondary Focus</b></p> <ul style="list-style-type: none"> <li>• Writing to one text</li> <li>• Writing to multiple texts: see samples in Common Core</li> </ul>	<p><b>Routine Writing</b></p> <ul style="list-style-type: none"> <li>• RAPP writing method for extended</li> </ul>
--	--	--

<ul style="list-style-type: none"> <li>• Everyone has done something that he or she will always remember. Think about a time you did something special that you will always remember. Write a story about that time.</li> <li>• What might happen if a famous person came to visit you? Write a story detailing the event.</li> </ul>	<p>Writing to Texts (Pages 50-119)</p> <ul style="list-style-type: none"> <li>• Storyworks paired texts</li> </ul>	<p>constructed responses</p> <ul style="list-style-type: none"> <li>• Journal writing (including but not limited to word of the day, morning messages, quote of the week, etc.)</li> <li>• Everyday responses during class.</li> </ul>
---	--	--

Unit 3 Suggested Modifications/Accommodations/Extension Activities		
<b>English Language Learners (ELL)</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<b>Special Education / 504</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<b>Gifted and Talented</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p><b>Examples of Strategies and Practices that Support English Language Learners:</b></p> <p><b>*All WIDA Can Do Descriptors can be found at: <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></b></p> <ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Visual learning, including graphic organizers</li> <li>• Use of cognates to increase comprehension</li> <li>• Teacher modeling</li> <li>• Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>• Scaffolding</li> <li>• Word walls</li> <li>• Sentence frames</li> <li>• Think-pair-share</li> <li>• Cooperative learning groups</li> <li>• Teacher think-aloud</li> </ul>	<p><b>Examples of Strategies and Practices that Support Students with Disabilities:</b></p> <p><b>*Refer to students' IEP for specific modifications and accommodations</b></p> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> <li>• Modification of content and student products</li> <li>• Testing accommodations</li> <li>• Authentic assessments</li> </ul>	<p><b>Examples of Strategies and Practices that Support Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>• Adjusting the pace of lessons</li> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher-order thinking skills</li> <li>• Interest-based content</li> <li>• Student-driven instruction</li> <li>• Real-world problems and scenarios</li> </ul>

Unit 3 Connections	
<p><b>NJSLS - Technology</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Refer to the <a href="#">NJ Technology Standards</a></p>	<p><b>Career Readiness Practices</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/etc.</i></p> <p>Refer to the <a href="#">NJ Career Readiness Practices</a></p>

**Technology Standards: Technology standards are embedded throughout all curricular units.**

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

**8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Career Ready Practices and Standard 9.1, 9.2, and 9.3**

**Career Ready Practices:**

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

**21st Century Skills**

*When possible, provide links to specific samples/ documents/ assignments/etc.*

Refer to the [21st Century Life and Skills](#)

**Interdisciplinary Connections**

*When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.*

Refer to the [NJ Student Learning Standards](#)

**21st Century Themes and Skills**

**21st Century Themes**

- *Global Awareness*

**Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.**

<ul style="list-style-type: none"> <li>● <i>Environmental Literacy</i></li> <li>● <i>Health Literacy</i></li> <li>● <i>Civic Literacy</i></li> <li>● <i>Financial, Economic, Business, and Entrepreneurial Literacy</i></li> </ul> <p><b>21<sup>st</sup> Century Skills</b></p> <ul style="list-style-type: none"> <li>● <i>Creativity and Innovation (E)</i></li> <li>● <i>Critical Thinking and Problem Solving (T) (A)</i></li> <li>● <i>Communication (E)</i></li> <li>● <i>Collaboration (E) (T)</i></li> </ul>	
--	--

Unit 4 Grade 4		
Unit 4 Reading Standards	Unit 4 Reading Critical Knowledge and Skills	
RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> <li>● Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read</li> <li>● Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text</li> <li>● Refer to the text when drawing conclusions as well as when answering directly stated questions</li> </ul>
RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> <li>● Identify the key details of a text that support the main idea</li> <li>● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns</li> <li>● Determine the theme or main idea of the text</li> <li>● Summarize the key points of a text</li> <li>● Explain how the author supports main ideas in informational text with key details</li> </ul>
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.	RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	<ul style="list-style-type: none"> <li>● Determine the meaning of words and phrases in a text</li> <li>● Identify words that allude to significant characters (i.e.: Herculean)</li> <li>● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)</li> <li>● Identify metaphors and similes</li> </ul>

<p>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.</p>	<p>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.</p>	<p>RL.4.5:</p> <ul style="list-style-type: none"> <li>● Explain the differences between poems, drama, and prose</li> <li>● Explain how structural elements are used to create an oral or written response to a text</li> </ul>
<p>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.</p>	<p>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.</p>	<p>RL.4.6:</p> <ul style="list-style-type: none"> <li>● Identify the narrator’s point of view</li> <li>● Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view</li> </ul> <p>RI.4.6:</p> <ul style="list-style-type: none"> <li>● Identify similarities and differences between firsthand and secondhand accounts</li> <li>● Explain how the point of view impacts the delivery of information in the text</li> </ul>
<p>*RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.</p>	<p>*RI.4.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.</p>	<ul style="list-style-type: none"> <li>● Read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year</li> <li>● Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts</li> <li>● Read texts with scaffolding as needed</li> </ul>
<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<ul style="list-style-type: none"> <li>● Identify specific strategies for decoding words in texts</li> <li>● Apply the specific strategies for decoding and spelling multisyllabic words</li> </ul>	
<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension. RF.4.4.A. Read grade-level text with purpose and understanding. RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> <li>● Use various strategies to understand text and read with purpose</li> <li>● Accurately read grade-level poetry and prose aloud</li> <li>● Use an appropriate rate and expression when reading aloud</li> <li>● Use various strategies to support word recognition and understanding</li> <li>● Reread texts when appropriate to support increased accuracy, fluency, and comprehension</li> </ul>	
<p><b>Unit 4 Writing Standards</b></p>	<p><b>Unit 4 Writing Critical Knowledge and Skills</b></p>	
<p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.4.2.A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. W.4.2.B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. W.4.2.C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). W.4.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.4.2.E. Provide a conclusion related to the information or explanation</p>	<ul style="list-style-type: none"> <li>● Introduce a topic clearly</li> <li>● Compose a clear thesis statement</li> <li>● Group related information in paragraphs and sections</li> <li>● Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate</li> <li>● Purposefully select information to develop the topic</li> <li>● Link ideas within paragraphs and sections of information using words and phrases</li> <li>● Use transitional words and phrases</li> <li>● Select specific language and vocabulary to convey ideas and information</li> <li>● Provide a conclusion related to the information or explanation presented</li> </ul>	

presented.	
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	<ul style="list-style-type: none"> <li>● Produce writing that is clear and understandable to the reader</li> <li>● Unpack writing tasks (type of writing assignment)</li> <li>● Unpack writing purpose (the writer’s designated reason for writing)</li> <li>● Focus the organization and development of a topic to reflect the task and purpose</li> </ul>
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)	<ul style="list-style-type: none"> <li>● Practice revising and editing skills</li> <li>● Change word choice and sentence structure in writing to strengthen the piece</li> <li>● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing</li> <li>● Recognize spelling, grammar, and punctuation errors</li> <li>● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)</li> </ul>
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.	<ul style="list-style-type: none"> <li>● Use digital tools</li> <li>● Use technology for producing and publishing writing, and collaborating with others</li> <li>● Demonstrate proficiency in keyboarding skills</li> <li>● Type at least one page in a single setting</li> </ul>
W.4.7 (Choice). Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<ul style="list-style-type: none"> <li>● Research a topic through investigation of the topic</li> <li>● Explore a topic in greater detail by developing a research question that helps bring focus to the topic</li> <li>● Gather information to support a topic</li> <li>● Select relevant information from texts to support main ideas or claims</li> <li>● Group like ideas to organize writing</li> </ul>
W.4.8 (Choice). Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	<ul style="list-style-type: none"> <li>● Research information from print and digital sources</li> <li>● Integrate information from personal experience</li> <li>● Take notes and organize their information into categories</li> <li>● List the sources used</li> </ul>
W.4.9 (Choice). Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> <li>● Use strategies for reading literary and informational text to investigate topics</li> <li>● Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events</li> <li>● Explain how an author uses proof to support a point in informational text</li> <li>● Prove each point with evidence from the text</li> <li>● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject</li> </ul>
W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> <li>● Produce numerous pieces of writing over various time frames</li> <li>● Develop skills in research</li> <li>● Reflect on and revise writing</li> <li>● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose</li> </ul>
<b>Unit 4 Speaking and Listening Standards</b>	<b>Unit 4 Speaking and Listening Critical Knowledge and Skills</b>
<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</p> <p>SL.4.1.B. Follow agreed-upon rules for discussions and carry out</p>	<ul style="list-style-type: none"> <li>● Use previous knowledge to expand discussions about a topic</li> <li>● Engage in conversations about grade-appropriate topics and texts</li> <li>● Participate in a variety of rich, structured conversations</li> <li>● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer</li> <li>● Engage in collaborative conversations (such as book groups, literature circles,</li> </ul>

<p>assigned roles.</p> <p>SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</p> <p>SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p>	<p>buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker’s idea, sharing the floor, etc)</p>
<p>SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<ul style="list-style-type: none"> <li>● Integrate audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes</li> </ul>
<p>SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<ul style="list-style-type: none"> <li>● Speak for a variety of purposes</li> <li>● Distinguish between formal and informal discourse</li> <li>● Adapt speech to a variety of contexts and tasks</li> </ul>
<p><b>Unit 4 Language Standards</b></p>	<p><b>Unit 4 Language Critical Knowledge and Skills</b></p>
<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.1.G. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>	<ul style="list-style-type: none"> <li>● Identify words that are frequently confused when reading</li> <li>● Use frequently confused words correctly in writing</li> </ul>
<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> <li>● Spell grade-appropriate words correctly</li> <li>● Use references as needed to aid in spelling</li> </ul>
<p>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.</p> <p>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>)</p> <p>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.</p>	<ul style="list-style-type: none"> <li>● Decipher the meanings of words and phrases by using sentence context</li> <li>● Determine the meaning of commonly used prefixes and suffixes</li> <li>● Separate a base word from the prefix or suffix</li> <li>● Use the definition of known prefixes and suffixes to define new words</li> <li>● Identify root words in unknown words</li> <li>● Use known root words to aid in defining unknown words</li> <li>● Identify the purpose and use of glossaries and dictionaries</li> <li>● Determine the structure of glossaries and dictionaries</li> <li>● Use both print and digital glossaries and dictionaries to define and clarify words</li> </ul>
<p>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</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<ul style="list-style-type: none"> <li>● Use 4th grade vocabulary fluently when discussing academic or domain-specific topics</li> <li>● Choose the most accurate word when describing actions, emotions, or states of being</li> <li>● Choose the most accurate word when discussing a particular topic</li> <li>● Use knowledge of synonyms and antonyms to broaden vocabulary</li> </ul>

Unit 4 Grade 4 Township of Union Instructional Unit	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> <li>● Writing conferences</li> <li>● Graphic organizers</li> <li>● Peer editing and self-assessments</li> <li>● Think-Pair-Share</li> <li>● Exit tickets</li> <li>● Unit tests</li> </ul>	<ul style="list-style-type: none"> <li>● Edconnect Benchmark Assessments</li> <li>● I-ready diagnostics</li> <li>● End of unit tests</li> <li>● Quarterly writing</li> <li>● Projects</li> </ul>

<ul style="list-style-type: none"> <li>• Quizzes</li> <li>• Summaries/Reflections</li> <li>• Text dependent questions</li> </ul>	
--	--

<b>District/School Texts</b>	<b>District/School Supplementary Resources</b>
------------------------------	--

<ul style="list-style-type: none"> <li>• <b>Journeys Reading Series: Leveled Readers and Weekly Selections</b></li> <li>• Authentic Read Alouds</li> <li>• Mentor Texts</li> <li>• Classroom Libraries</li> <li>• Novel: The Tale of Despereaux</li> </ul>	<ul style="list-style-type: none"> <li>• Storyworks</li> <li>• Common Core Writing to Texts</li> <li>• Grade Level Writing Guide</li> <li>• Flocabulary</li> <li>• Strategies for Writers</li> <li>• Websites</li> </ul> <p>www.flocabulary.com  www.storyworks.com  www.readworks.org  www.parcconline.com  www.flocabulary.com  www.achievethecore.org  www.corestandards.org  www.spellingcity.com  www.brainpop.com  www.eduplace.com/graphicorganizer  www.funbrain.com  www.teacherspayteachers.com  www.abcya.com  www.edpuzzle.com</p> <p><b>Activities/Read Alouds from Caring Makes a Difference K-8 Curriculum Guide and The Amistad Commission’s Literacy Components for Primary Grades:</b></p> <p><a href="http://www.njamistadcurriculum.net/">http://www.njamistadcurriculum.net/</a></p> <p><a href="https://nj.gov/education/holocaust/curriculum/">https://nj.gov/education/holocaust/curriculum/</a></p>
--	--

<b>District/School Writing Tasks</b>		
--------------------------------------	--	--

<p><b>Primary Focus</b>  <b>Informative and Explanatory</b>  Examples-</p> <ul style="list-style-type: none"> <li>• Suppose you could have any animal in the world for a classroom pet. Research a pet that you think would make a great classroom pet. Explain why your choice is best using evidence you</li> </ul>	<p><b>Secondary Focus</b></p> <ul style="list-style-type: none"> <li>• Writing to one text</li> <li>• Writing to multiple texts: see samples in Common Core Writing to Texts (Pages 50-119)</li> <li>• Storyworks paired texts</li> </ul>	<p><b>Routine Writing</b></p> <ul style="list-style-type: none"> <li>• RAPP writing method for extended constructed responses</li> <li>• Journal writing (including but not limited to word of the day, morning messages, quote of the week, etc.)</li> <li>• Everyday responses during class.</li> </ul>
---	---	---

<p>found during your research.</p> <ul style="list-style-type: none"> <li>• Most of us have a special place we like to go. Research a special place where you would like to visit. Explain why you like to go to that special place using evidence you found during your research.</li> </ul>		
---	--	--

Unit 4 Suggested Modifications/Accommodations/Extension Activities		
<b>English Language Learners (ELL)</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<b>Special Education / 504</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>	<b>Gifted and Talented</b> <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p><b>Examples of Strategies and Practices that Support English Language Learners:</b>  <b>*All WIDA Can Do Descriptors can be found at: <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></b></p> <ul style="list-style-type: none"> <li>• Pre-teaching of vocabulary and concepts</li> <li>• Visual learning, including graphic organizers</li> <li>• Use of cognates to increase comprehension</li> <li>• Teacher modeling</li> <li>• Pairing students with beginning English language skills with students who have more advanced English language skills</li> <li>• Scaffolding</li> <li>• Word walls</li> <li>• Sentence frames</li> <li>• Think-pair-share</li> <li>• Cooperative learning groups</li> <li>• Teacher think-aloud</li> </ul>	<p><b>Examples of Strategies and Practices that Support Students with Disabilities:</b>  <b>*Refer to students' IEP for specific modifications and accommodations</b></p> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> <li>• Modification of content and student products</li> <li>• Testing accommodations</li> <li>• Authentic assessments</li> </ul>	<p><b>Examples of Strategies and Practices that Support Gifted and Talented Students:</b></p> <ul style="list-style-type: none"> <li>• Adjusting the pace of lessons</li> <li>• Curriculum compacting</li> <li>• Inquiry-based instruction</li> <li>• Independent study</li> <li>• Higher-order thinking skills</li> <li>• Interest-based content</li> <li>• Student-driven instruction</li> <li>• Real-world problems and scenarios</li> </ul>

Unit 4 Connections	
<p><b>NJSLS - Technology</b>  <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>            Refer to the <a href="#">NJ Technology Standards</a></p>	<p><b>Career Readiness Practices</b>  <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>            Refer to the <a href="#">NJ Career Readiness Practices</a></p>

**Technology Standards: Technology standards are embedded throughout all curricular units.**

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

**8.2 Technology Education, Engineering, Design and Computational Thinking - Programming**

All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

**Career Ready Practices and Standard 9.1, 9.2, and 9.3**

**Career Ready Practices:**

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

**21st Century Skills**

*When possible, provide links to specific samples/ documents/ assignments/etc.*

Refer to the [21st Century Life and Skills](#)

**Interdisciplinary Connections**

*When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/etc.*

Refer to the [NJ Student Learning Standards](#)

**21st Century Themes and Skills**

**21st Century Themes**

- *Global Awareness*

**Interdisciplinary connections are made across grades and content areas to model the integration of knowledge and skills in the real world.**

● *Environmental Literacy*

● *Health Literacy*

● *Civic Literacy*

● *Financial, Economic, Business, and*

*Entrepreneurial Literacy*

***21<sup>st</sup> Century Skills***

● *Creativity and Innovation (E)*

● *Critical Thinking and Problem Solving (T) (A)*

● *Communication (E)*

● *Collaboration (E) (T)*