Grade 4 ELA Curricular Framework

UNIT 1

Text Types: Literary and Informational Writing Genres: Research and Informative Writing, Routine Writing Unit Pacing: 1st Marking Period - **Beginning of September - Beginning of November**

READING Critical Knowledge and Skills *Italicized* - spiraling skills throughout units *Bold - Focus skills of this unit*	WRITING Critical Knowledge & Skills *Italicized* - spiraling skills throughout units *Bold - Focus skills of this unit*
RL.4.1/RI.4.1 ● **Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read** ● **Make personal connections, make connections to other texts, and/or make global connections when relevant** ● **Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text** ● **Refer to the text when drawing conclusions as well as when answering directly stated questions** **RL.4.2/RI.4.2** ● **Identify the key details of a text that support the main idea** ● **Analyze the actions and thoughts of characters or speakers in texts, looking for patterns** ● **Determine the theme or main idea of the text** ● **Summarize the key points of a text** ● **Explain how the author supports main ideas in informational text with key details** **RL.4.4/RI.4.4** ● **Determine the meaning of words and phrases in a text** ● **Identify words that allude to mythological characters (ie: Herculean)**	**W.4.1.A, B, C, D** ● **Distinguish fact from opinions** ● **Organize text by using a specific organizational structure(i.e.: cause/effect chronological order, etc)** ● **Group supporting details to support the writer's purpose** ● **Introduce a topic or text clearly** ● **State an opinion to be supported with evidence** ● **Write a thesis statement to focus the writing** ● **Logically order reasons that are supported by facts** ● **Support the opinion with facts and details from texts or other sources** ● **Use transitional words and phrases to connect opinions to reasons** ● **Write a conclusion related to the opinion presented** **W.4.4** ● **Produce writing that is clear and understandable to the reader** ● **Unpack writing tasks (type of writing assignment)** ● **Unpack writing purpose (the writer's designated reason for writing)** ● **Focus the organization and development of a topic to reflect the task and purpose**

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- **Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)**
- **Identify metaphors and similes**

RL.4.6

- **Identify the narrator's point of view**
- **Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view**

RI.4.6

- **Identify similarities and differences between firsthand and secondhand accounts**
- **Explain how the point of view impacts the delivery of information in the text**

RF.4.3.A

- **Identify specific strategies for decoding words in texts**
- **Apply the specific strategies for decoding and spelling multisyllabic words**

RF.4.4.A, B, C

- **Use various strategies to understand text and read with purpose**
- **Read grade-level poetry and prose aloud accurately**
- **Use an appropriate rate and expression when reading aloud**
- **Use various strategies to support word recognition and understanding**
- **Reread texts when appropriate to support increased accuracy, fluency, and comprehension**

W.4.5

- **Practice revising and editing skills**
- **Change word choice and sentence structure in writing to strengthen the piece**
- **Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing**
- **Recognize spelling, grammar, and punctuation errors**
- **Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)**

W.4.6

- **Use digital tools**
- **Use technology for producing and publishing writing, and collaborating with others**
- **Demonstrate proficiency in keyboarding skills**
- **Type at least one page in a single setting**

W.4.7

- **Research a topic through investigation of the topic**
- **Explore a topic in greater detail by developing a research question that helps bring focus to the topic**
- **Gather information to support a topic**
- **Select relevant information from texts to support main ideas or claims**
- **Group like ideas to organize writing**

W.4.10

- **Produce numerous pieces of writing over various time frames**
- **Develop skills in research**
- **Reflect on and revise writing**
- **Develop a topic related to the content area they are writing about to reflect task, audience, and purpose**

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LANGUAGE Critical Knowledge & Skills *Italicized* - spiraling skills throughout units *Bold - Focus skills of this unit	SPEAKING & LISTENING Critical Knowledge & Skills *Italicized* - spiraling skills throughout units *Bold - Focus skills of this unit
L.4.A, B ● **Identify and define relative pronouns** ● **Use appropriate relative pronouns and relative adverbs when writing or speaking** ● **Identify progressive verb tenses in sentences** ● **Select the appropriate verb tense to use when writing or speaking** **L.4.2.A, D** ● **Identify rules for capitalization** ● **Apply capitalization rules consistently** ● **Spell grade-appropriate words correctly** ● **Use references as needed to aid in spelling** **L.4.4.A, C** ● **Decipher the meanings of words and phrases by using sentence context** ● **Determine the meaning of commonly used prefixes and suffixes** ● **Separate a base word from the prefix or suffix** ● **Use the definition of known prefixes and suffixes to define new words** ● **Identify the purpose and use of glossaries and dictionaries** ● **Determine the structure of glossaries and dictionaries** ● **Use both print and digital glossaries and dictionaries to define and clarify words** **L.4.6** ● **Use 4th grade vocabulary fluently when discussing academic or domain-specific topics** ● **Choose the most accurate word when describing actions, emotions, or states of being** ● **Choose the most accurate word when discussing a particular topic** ● **Use knowledge of synonyms and antonyms to broaden vocabulary**	**SL.4.1A,B,C,D** ● **Use previous knowledge to expand discussions about a topic** ● **Engage in conversations about grade-appropriate topics and texts** ● **Participate in a variety of rich, structured conversations** ● **Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer** ● **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)** **SL.4.6** ● **Speak for a variety of purposes** ● **Distinguish between formal and informal discourse** ● **Adapt speech to a variety of contexts and tasks**

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ASSESSMENTS & RESOURCES	TECHNOLOGY INTEGRATION
ASSESSMENTS - Writing Benchmark I - Measuring Up Reading Benchmark - Fountas & Pinnell Benchmark Reading Assessment - Running Records - *Wonders* Assessments - Teacher created, standards based assessments (organic and through Measuring Up) - [Assessment](#) **RESOURCE** - *Lucy Calkins Writing Workshop* - *Lucy Calkins Reading Workshop* - *Wonders* - *Hundred Dresses* - *Big Wave* - *Matilda* - *Wonder* - *Tales of a Fourth Grade Nothing* - *Flora and Ulysses* - *George Washington's Socks* - *Tuck Everlasting* - *The Tiger Rising* - *Kid in the Red Jacket* - *Thank You Mr. Falker* - *Fireflies* - *Bunnicula* - *Flora and Ulysses* - *My Rotten Redheaded Older Brother* - *When Lightning Comes in a Jar* - *Rotten Richie and the Ultimate Dare* - *Those Shoes*	**STANDARDS** **8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.** **8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.** **8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.** **8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.** **8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.** **8.1.5.A.5 Create and use a database to answer basic questions.** **8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.** The following programs, websites, and resources are integrated throughout each unit to give students the opportunity to use technology to read, research, write, and practice learned skills. - Google Classroom - Google Docs - Google Slides - SeeSaw - Raz-Kids - Learning Ally - Reading A-Z - Readworks - Newsela - BrainPop - Storyworks - Freckle - Superscience

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The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways:

The Amistad Commission's Literacy Components for Primary Grades

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL (K-5)

Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance

HPE Resources for Brain Breaks: Must total no less than 30 minutes/wk
- Go Noodle - https://www.gonoodle.com/
- Just Dance - https://justdancenow.com/
- Yoga poses - https://www.yogajournal.com/poses/yoga-for/kids

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

Readers' Theater and dramatic readings of writing pieces incorporating the following standards:
VPA.1.1.5.C.1 Evaluate the characteristics of a well-made play in a variety of scripts and performances.
VPA.1.1.5.C.2 Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.
VPA.1.1.5.C.3 Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.
VPA.1.1.5.C.4 Explain the sensory recall and apply it to character development.
VPA.1.3.5.C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theater and story construction.
VPA.1.3.5.C.2 Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.

6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

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6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
HPE2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
HPE2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.
HPE2.1.4.C.3 Explain how mental health impacts one's wellness.
HPE2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
HPE2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
HPE2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.
HPE2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity
HPE2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
21st Century Skills: Career Ready Practice Standards:

CRP1, CRP2, CRP4, CRP7, CRP8, CRP11, CRP12

Additional interdisciplinary connections to be determined during 2018-2019 Curriculum Development Periods

KEY VOCABULARY

Key vocabulary may include but are not limited to:

connection, inference, cause/effect, myth, metaphor, simile, point of view, first hand account, glossary (print and digital)

Additional key vocabulary to be determined during 2018-2019 Curriculum Development Periods

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GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	**Students Receiving Special Education Services**	**Advanced Learners**
● WIDA Can Do Descriptors for Grades 4-5* ● WIDA Essential Actions Handbook ● FABRIC Paradigm ● Wall Township ESL Grading Protocol *Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs). **Potential Accommodations for ELLs** ● Personal glossary ● Text-to-speech ● Extended time ● Simplified / verbal instructions ● Frequent breaks ● Small group/One to one ● Additional time ● Review of directions ● Student restates information ● Extra visual and verbal cues and prompts ● Preferential seating ● Verbal and visual cues regarding directions and staying on task ● Checklists ● Immediate feedback	● New Jersey Tiered System of Supports ● National Center on Universal Design for Learning - About UDL ● UDL Checklist ● UDL Key Terms Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner. **Potential Accommodations for Special Education** **Presentation accommodations**: ● Listen to audio recordings instead of reading text ● Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge ● Work with fewer items per page and/or materials in a larger print size ● Use a visual blocker ● Use visual presentations of verbal material, such as word webs and visual organizers ● Be given a written list of instructions/picture cues **Response accommodations**: ● Give responses in a form (oral or written) that's easier for him/her ● Dictate answers to a scribe ● Capture responses on an audio recorder ● Use a spelling dictionary or electronic spell-checker	● Knowledge and Skill Standards in Gifted Education for All Teachers ● Pre-K-Grade 12 Gifted Programming Standards ● Gifted Programming Glossary of Terms **Potential Accommodations for Advanced Learners** ● Use of high level academic vocabulary/texts ● Problem-based learning ● Pre-assess to condense curriculum ● Interest-based research ● Authentic problem-solving ● Homogeneous grouping opportunities
		Students with 504 Plans
		Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

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- Use a word processor to give responses in class

Setting accommodations:
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he/she learns best (for example, near the teacher)
- Take a test in small group setting

Timing accommodations:
- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Assignment modifications:
- Complete fewer or different homework problems than peers
- Shorten assignment
- Answer fewer or different test questions
- Create alternate projects or assignments

At Risk Learners / Differentiation Strategies		
Alternative Assessments	Independent Research & Projects	Jigsaw
Choice Boards	Multiple Intelligence Options	Think-Tac-Toe
Games and Tournaments	Project-Based Learning	Cubing Activities
Group Investigations	Varied Supplemental Activities	Exploration by Interest
Guided Reading	Varied Journal Prompts or RAFT Writing	Flexible Grouping
Learning Contracts	Tiered Activities/Assignments	Goal-Setting with Students
Leveled Rubrics	Tiered Products	Homework Options
Literature Circles	Graphic Organizers	Open-Ended Activities
Multiple Texts	Choice of Books/Activities	Use of Reading Buddies
Personal Agendas	Mini-Workshops to Reteach or Extend	Varied Product Choices
	Think-Pair-Share by readiness or interest	Stations/Centers
	Use of Collaboration of Various Activities	Work Alone/Together

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READING - Instructional Best Practices
RL.4.2 & RL. 4.4 - The teacher will introduce the [template for Stop and Jots](#) that students will use as they read literary texts to record predictions, write questions, independently clarify vocabulary, and summarize important details from the text, citing evidence in each category.
WRITING - Instructional Best Practices
W.4.1 - Students will read the writing prompt ["Smartphones for Kids"](#) statement. They will then use the graphic organizer to consider and list reasons for both sides of the argument, decide upon an opinion, and use the Writer's Checklist to write an essay. When finished, they will complete a reflection and self-evaluation.
LANGUAGE - Instructional Best Practices
L.4.4 - The teacher will introduce the [template for Stop and Jots](#) that students will use as they read literary texts to independently clarify vocabulary from the text and cite appropriate text evidence.

Grade 4 ELA Curricular Framework

<table>
<tr><td colspan="2" align="center">UNIT 2</td></tr>
<tr><td colspan="2">

Text Types: Literary and Informational
Writing Genres: Research and Informative Writing, Routine Writing
Unit Pacing: 2nd Marking Period - **Beginning of November - Middle of January**

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<tr>
<td align="center">READING
Critical Knowledge and Skills
*Italicized - spiraling skills throughout units
*Bold - Focus skills of this unit</td>
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Critical Knowledge & Skills
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RL.4.1/RI.4.1
- *Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read*
- *Make personal connections, make connections to other texts, and/or make global connections when relevant*
- *Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text*
- *Refer to the text when drawing conclusions as well as when answering directly stated questions*

RL.4.2/RI.4.2
- *Identify the key details of a text that support the main idea*
- *Analyze the actions and thoughts of characters or speakers in texts, looking for patterns*
- *Determine the theme or main idea of the text*
- *Summarize the key points of a text*
- *Explain how the author supports main ideas in informational text with key details*

RI.4.3
- **Read text closely to identify key details**
- **Explain how or why historical events, scientific ideas or "how to" procedures happened**

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W.4.2.A, B, C, D, E
- **Introduce a topic clearly**
- **Compose a clear thesis statement**
- **Group related information in paragraphs and sections**
- **Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate**
- **Purposefully select information to develop the topic**
- **Link ideas within paragraphs and sections of information using words and phrases**
- **Use transitional words and phrases**
- **Select specific language and vocabulary to convey ideas and information**
- **Provide a conclusion related to the information or explanation**

W.4.4
- *Produce writing that is clear and understandable to the reader*
- *Unpack writing tasks (type of writing assignment)*
- *Unpack writing purpose (the writer's designated reason for writing)*
- *Focus the organization and development of a topic to reflect the task and purpose*

W.4.5
- *Practice revising and editing skills*

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Grade 4 ELA Curricular Framework

- **Use the text to support their answers**

RI.4.4
- *Determine the meaning of words and phrases in a text*
- **Identify words that allude to significant characters (ie: Herculean)**
- *Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)*
- *Identify metaphors and similes*

RI.4.5
- **Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)**

RI.4.6
- *Identify similarities and differences between firsthand and secondhand accounts*
- *Explain how the point of view impacts the delivery of information in the text*

RI.4.7
- **Analyze information presented in various formats to identify the key details**
- **Understand what is heard, viewed, or presented through various media formats to help make meaning of the text**
- **Explain how the information presented in various formats aids to the overall meaning**

RI.4.8
- **Identify reasons and evidence an author uses to support a claim**
- **Describe how an author uses proof to support a point in the text**

RI.4.9
- **Read two texts closely on the same subject to identify key details**
- **Synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject**

RF.4.3.A
- *Identify specific strategies for decoding words in texts*
- *Apply the specific strategies for decoding and spelling multisyllabic words*

- *Change word choice and sentence structure in writing to strengthen the piece*
- *Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing*
- *Recognize spelling, grammar, and punctuation errors*
- *Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)*

W.4.6
- *Use digital tools*
- *Use technology for producing and publishing writing, and collaborating with others*
- *Demonstrate proficiency in keyboarding skills*
- *Type at least one page in a single setting*

W.4.8
- **Research information from print and digital sources**
- **Integrate information from personal experience**
- **Take notes and organize their information into categories**
- **List the sources used**

W.4.10
- **Produce numerous pieces of writing over various time frames**
- **Develop skills in research**
- **Reflect on and revise writing**
- **Develop a topic related to the content area they are writing about to reflect task, audience, and purpose**

Grade 4 ELA Curricular Framework

RF.4.4.A, B, C
- *Use various strategies to understand text and read with purpose*
- *Read grade-level poetry and prose aloud accurately*
- *Use an appropriate rate and expression when reading aloud*
- *Use various strategies to support word recognition and understanding*
- *Reread texts when appropriate to support increased accuracy, fluency, and comprehension*

LANGUAGE Critical Knowledge & Skills *Italicized* - spiraling skills throughout units *Bold - Focus skills of this unit	SPEAKING & LISTENING Critical Knowledge & Skills *Italicized* - spiraling skills throughout units *Bold - Focus skills of this unit
L.4.1.C, D • **Identify and define modal auxiliaries** • **Use the appropriate modal auxiliary to convey various conditions** • **Identify adjectives in sentences to determine their purpose** • **Place adjectives in conventional order when writing or speaking** **L.4.2.B**, *D* • **Identify the format for marking direct speech and quotations** • **Apply the rules for marking direct speech and quotations when writing** • *Spell grade-appropriate words correctly* • *Use references as needed to aid in spelling* **L.4.3.A, B, C** • **Select the most precise word to convey ideas** • **Select punctuation to create effect in writing** • **Use formal English and informal English in the appropriate settings** *L.4.4.A, C* • *Decipher the meanings of words and phrases by using sentence context* • *Identify the purpose and use of glossaries and dictionaries*	**SL.4.1A,B,C,D** • *Use previous knowledge to expand discussions about a topic* • *Engage in conversations about grade-appropriate topics and texts* • *Participate in a variety of rich, structured conversations* • *Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer* • *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*) **SL.4.2** • **Identify the key points and supporting details of a text presented orally** • **Restate the key information from a written text read aloud or information presented in multiple formats** **SL.4.3** • **Identify the reasons and evidence a speaker provides to support particular points.** **SL.4.6** • *Speak for a variety of purposes* • *Distinguish between formal and informal discourse* • *Adapt speech to a variety of contexts and tasks*

Grade 4 ELA Curricular Framework

- *Determine the structure of glossaries and dictionaries*
- *Use both print and digital glossaries and dictionaries to define and clarify words*

L.4.6

- *Use 4th grade vocabulary fluently when discussing academic or domain-specific topics*
- *Choose the most accurate word when describing actions, emotions, or states of being*
- *Choose the most accurate word when discussing a particular topic*
- *Use knowledge of synonyms and antonyms to broaden vocabulary*

ASSESSMENT & RESOURCES	TECHNOLOGY INTEGRATION
ASSESSMENT - Fountas & Pinnell Benchmark Reading Assessment - Running Records - *Wonders* Assessments - Teacher created, standards based assessments (organic and through Measuring Up) - [Assessment](#) **RESOURCES** - *Lucy Calkins Writing Workshop* - *Lucy Calkins Reading Workshop* - *Wonders* - *Delivering Justice* - *Energy for Life* - *Electricity Energy* - *Magnetism* - *Who Was Benjamin Franklin?* The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways: **[The Amistad Commission's Literacy Components for Primary Grades](#)**	**STANDARDS** **8.1.5.D.2 Analyze the resource citations in online materials for proper use.** **8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.** **8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.** **8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.** **8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.** **8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.** **8.1.5.A.5 Create and use a database to answer basic questions.** **8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.**

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VPA.1.3.5.C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theater and story construction.
VPA.1.3.5.C.2 Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.

6.1.4.D.4 Explain how key events led to the creation of the United States and the state of New Jersey.
6.1.4.D.17 Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.
9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
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HPE2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.
HPE2.1.4.C.3 Explain how mental health impacts one's wellness.
HPE2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
HPE2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
HPE2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.
HPE2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity
HPE2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
[21st Century Skills: Career Ready Practice Standards:](#)
CRP1, CRP2, CRP4, CRP7, CRP8, CRP11, CRP12

Additional interdisciplinary connections to be determined during 2018-2019 Curriculum Development Periods

KEY VOCABULARY

Key vocabulary may include but are not limited to:

text feature, organizational structure (chronological, comparative, cause/effect), modal auxiliaries, direct speech, quotation

Additional key vocabulary to be determined during 2018-2019 Curriculum Development Periods

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS

English Language Learners	Students Receiving Special Education Services	Advanced Learners
- WIDA Can Do Descriptors for Grades 4-5* - WIDA Essential Actions Handbook - FABRIC Paradigm - Wall Township ESL Grading Protocol *Use WIDA Can Do Descriptors in coordination with Student Language Portraits	- New Jersey Tiered System of Supports - National Center on Universal Design for Learning - About UDL - UDL Checklist - UDL Key Terms Students within this class receiving Special Education/Section	- Knowledge and Skill Standards in Gifted Education for All Teachers - Pre-K-Grade 12 Gifted Programming Standards - Gifted Programming Glossary of Terms

Grade 4 ELA Curricular Framework

(SLPs).

Potential Accommodations for ELLs

- Personal glossary
- Text-to-speech
- Extended time
- Simplified / verbal instructions
- Frequent breaks
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Extra visual and verbal cues and prompts
- Preferential seating
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner.

Potential Accommodations for Special Education

Presentation accommodations:
- Listen to audio recordings instead of reading text
- Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge
- Work with fewer items per page and/or materials in a larger print size
- Use a visual blocker
- Use visual presentations of verbal material, such as word webs and visual organizers
- Be given a written list of instructions/picture cues

Response accommodations:
- Give responses in a form (oral or written) that's easier for him/her
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to give responses in class

Setting accommodations:
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he/she learns best (for example, near the teacher)
- Take a test in small group setting

Timing accommodations:
- Take more time to complete a task or a test
- Have extra time to process oral information and directions

Potential Accommodations for Advanced Learners

- Use of high level academic vocabulary/texts
- Problem-based learning
- Pre-assess to condense curriculum
- Interest-based research
- Authentic problem-solving
- Homogeneous grouping opportunities

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

Grade 4 ELA Curricular Framework

● Take frequent breaks, such as after completing a task
Assignment modifications:
● Complete fewer or different homework problems than peers
● Shorten assignment
● Answer fewer or different test questions
● Create alternate projects or assignments

At Risk Learners / Differentiation Strategies

Alternative Assessments	Independent Research & Projects	Jigsaw
Choice Boards	Multiple Intelligence Options	Think-Tac-Toe
Games and Tournaments	Project-Based Learning	Cubing Activities
Group Investigations	Varied Supplemental Activities	Exploration by Interest
Guided Reading	Varied Journal Prompts or RAFT Writing	Flexible Grouping
Learning Contracts	Tiered Activities/Assignments	Goal-Setting with Students
Leveled Rubrics	Tiered Products	Homework Options
Literature Circles	Graphic Organizers	Open-Ended Activities
Multiple Texts	Choice of Books/Activities	Use of Reading Buddies
Personal Agendas	Mini-Workshops to Reteach or Extend	Varied Product Choices
	Think-Pair-Share by readiness or interest	Stations/Centers
	Use of Collaboration of Various Activities	Work Alone/Together

Grade 4 ELA Curricular Framework

READING - Instructional Best Practices
RI.4.7 - Students will use their social studies textbook to identify informational text features used by authors as tools to aid the readers' understanding by completing a [Scavenger Hunt activity]().
WRITING - Instructional Best Practices
W.4.2, W.4.4, W.4.5, & W.4.6 - Students will conduct research on a New Jersey County. They will then choose an activity from the [Research Writing Choice Board]() that will allow them to best share what they have learned. In all formats, students must cite specific evidence and include a variety of informational text features.
LANGUAGE - Instructional Best Practices
L.4.2 - After reading a text, students will create a new conversation between two or three characters from the book. They will write the conversation utilizing the correct format for dialogue.

Grade 4 ELA Curricular Framework

UNIT 3

Text Types: Literary and Informational
Writing Genres: Narrative Writing, Literary Analysis, Routine Writing
Unit Pacing: 3rd Marking Period - **Middle of January - End of March**

READING **Critical Knowledge and Skills** **Italicized* - spiraling skills throughout units **Bold - Focus skills of this unit*	WRITING **Critical Knowledge & Skills** **Italicized* - spiraling skills throughout units **Bold - Focus skills of this unit*
RL.4.1/RI.4.1 ● *Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read* ● *Make personal connections, make connections to other texts, and/or make global connections when relevant* ● *Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text* ● *Refer to the text when drawing conclusions as well as when answering directly stated questions* *RL.4.2/RI.4.2* ● *Identify the key details of a text that support the main idea* ● *Analyze the actions and thoughts of characters or speakers in texts, looking for patterns* ● *Determine the theme or main idea of the text* ● *Summarize the key points of a text* ● *Explain how the author supports main ideas in informational text with key details* **RL.4.3** ● **Read text closely, looking for key details regarding character, setting, or plot** ● **Analyze story elements for literal and inferential meaning**	**W.4.3.A, B, C, D** ● **Compose a story hook to engage the reader** ● **Establish the story's background or situation** ● **Introduce a narrator and/or characters** ● **Purposefully arrange events to make the story flow** ● **Use dialogue and description to develop experiences and events** ● **Show the responses of characters to situations, when appropriate** ● **Use a variety of transitional words and phrases to manage the sequence of events** ● **Use concrete words and phrases to relay story details** ● **Use sensory details to convey experiences and events precisely** ● **Provide a conclusion that follows from the narrated experiences or events** *W.4.4* ● *Produce writing that is clear and understandable to the reader* ● *Unpack writing tasks (type of writing assignment)* ● *Unpack writing purpose (the writer's designated reason for writing)* ● *Focus the organization and development of a topic to reflect the task and purpose* *W.4.5* ● *Practice revising and editing skills*

Grade 4 ELA Curricular Framework

- **Refer to the text to describe various story elements**

RI.4.4
- *Determine the meaning of words and phrases in a text*
- *Identify words that allude to significant characters (ie: Herculean)*
- *Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)*
- *Identify metaphors and similes*

RL.4.5
- **Explain the differences between poems, drama, and prose**
- **Explain how structural elements are used to create an oral or written response to a text**

RL.4.6
- *Identify the narrator's point of view*
- *Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view*

RL.4.7
- **Link the reading of the text to listening or viewing the same story**
- **Compare what was read to what was visualized and heard**
- **Cite textual evidence to support comparisons**

RL.4.9
- **Identify similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature**
- **Analyze how the theme is presented in the text**
- **Analyze the influence of culture on similar themes**

RF.4.3.A
- *Identify specific strategies for decoding words in texts*
- *Apply the specific strategies for decoding and spelling multisyllabic words*

RF.4.4.A, B, C
- *Use various strategies to understand text and read with purpose*
- *Read grade-level poetry and prose aloud accurately*
- *Use an appropriate rate and expression when reading aloud*
- *Use various strategies to support word recognition and understanding*

- *Change word choice and sentence structure in writing to strengthen the piece*
- *Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing*
- *Recognize spelling, grammar, and punctuation errors*
- *Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)*

W.4.6
- *Use digital tools*
- *Use technology for producing and publishing writing, and collaborating with others*
- *Demonstrate proficiency in keyboarding skills*
- *Type at least one page in a single setting*

W.4.9
- **Use strategies for reading literary and informational text to investigate topics**
- **Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events**
- **Explain how an author uses proof to support a point in informational text**
- **Prove each point with evidence from the text**
- **Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject**

W.4.10
- *Produce numerous pieces of writing over various time frames*
- *Develop skills in research*
- *Reflect on and revise writing*
- *Develop a topic related to the content area they are writing about to reflect task, audience, and purpose*

Grade 4 ELA Curricular Framework

● *Reread texts when appropriate to support increased accuracy, fluency, and comprehension*	
LANGUAGE **Critical Knowledge & Skills** ***Italicized* - spiraling skills throughout units** ***Bold - Focus skills of this unit**	**SPEAKING & LISTENING** **Critical Knowledge & Skills** ***Italicized* - spiraling skills throughout units** ***Bold - Focus skills of this unit**

L.4.1.E, F
- **Recognize the purpose and function of prepositional phrases**
- **Identify prepositions and prepositional phrases when reading**
- **Use prepositional phrases in writing**
- **Identify the components of complete sentences**
- **Consistently write in complete sentences**
- **Distinguish complete sentences, fragments, and run-on sentences**
- **Revise fragments and run-ons to form complete sentences**

L.4.2.C, *D*
- **Identify coordinating conjunctions in sentences**
- **Use a comma before a coordinating conjunction in a compound sentence**
- *Spell grade-appropriate words correctly*
- *Use references as needed to aid in spelling*

L.4.4.A, C
- *Decipher the meanings of words and phrases by using sentence context*
- *Identify the purpose and use of glossaries and dictionaries*
- *Determine the structure of glossaries and dictionaries*
- *Use both print and digital glossaries and dictionaries to define and clarify words*

L.4.5.A, B, C
- **Identify similes and metaphors in text**
- **Explain the meaning of simple similes and metaphors**
- **Identify idioms, adages, and proverbs in text**

SL.4.1A,B,C,D
- *Use previous knowledge to expand discussions about a topic*
- *Engage in conversations about grade-appropriate topics and texts*
- *Participate in a variety of rich, structured conversations*
- *Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer*
- *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**)**

SL.4.2
- *Identify the key points and supporting details of a text presented orally*
- *Restate the key information from a written text read aloud or information presented in multiple formats*

SL.4.4
- **Report on a topic or text, telling a story, or recounting an event in an organized, logical manner**
- **Present information orally and in coherent, spoken sentences**
- **Use an appropriate pace when presenting**
- **Present and logically support personal opinions**

SL.4.6
- *Speak for a variety of purposes*
- *Distinguish between formal and informal discourse*
- *Adapt speech to a variety of contexts and tasks*

Grade 4 ELA Curricular Framework

● **Explain the meaning of common idioms, adages, and proverbs** ● **Determine synonyms and antonyms of words to show meaning** *L.4.6* ● *Use 4th grade vocabulary fluently when discussing academic or domain-specific topics* ● *Choose the most accurate word when describing actions, emotions, or states of being* ● *Choose the most accurate word when discussing a particular topic* ● *Use knowledge of synonyms and antonyms to broaden vocabulary*	
ASSESSMENTS & RESOURCES	**TECHNOLOGY INTEGRATION**
ASSESSMENTS ● Running Records ● *Wonders* Assessments ● Teacher created, standards based assessments (organic and through Measuring Up) ● [Assessment](#) RESOURCES ● *Lucy Calkins Writing Workshop* ● *Lucy Calkins Reading Workshop* ● *Wonders* ● *George Washington's Socks* ● *Percy Jackson* ● *Pinkerton Behave* ● *My Life Is a Wave* ● *The Water Dance* ● *Flora and Ulysses* The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways: **[The Amistad Commission's Literacy Components for Primary Grades](#)**	**8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.** **8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.** **8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.** **8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.** **8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.** **8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.** **8.1.5.A.5 Create and use a database to answer basic questions.** **8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.** The following programs, websites, and resources are integrated throughout each unit to give students the opportunity to use technology to read, research, write, and practice learned skills. ● Google Classroom

Grade 4 ELA Curricular Framework

The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:

Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL (K-5)

Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance

HPE Resources for Brain Breaks: Must total no less than 30 minutes/wk
- Go Noodle - https://www.gonoodle.com/
- Just Dance - https://justdancenow.com/
- Yoga poses - https://www.yogajournal.com/poses/yoga-for/kids

- Google Docs
- Google Slides
- SeeSaw
- Raz-Kids
- Learning Ally
- Reading A-Z
- Readworks
- Newsela
- BrainPop
- Storyworks
- Freckle
- Superscience

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

Readers' Theater and dramatic readings of writing pieces incorporating the following standards:
VPA.1.1.5.C.1 Evaluate the characteristics of a well-made play in a variety of scripts and performances.
VPA.1.1.5.C.2 Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.
VPA.1.1.5.C.3 Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.
VPA.1.1.5.C.4 Explain the sensory recall and apply it to character development.
VPA.1.3.5.C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theater and story construction.
VPA.1.3.5.C.2 Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.

6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.

Grade 4 ELA Curricular Framework

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
HPE2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
HPE2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.
HPE2.1.4.C.3 Explain how mental health impacts one's wellness.
HPE2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
HPE2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
HPE2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.
HPE2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity
HPE2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
21st Century Skills: Career Ready Practice Standards:
CRP1, CRP2, CRP4, CRP8, CRP11, CRP12

Additional interdisciplinary connections to be determined during 2018-2019 Curriculum Development Periods

KEY VOCABULARY

Key vocabulary may include but are not limited to:

dialogue, sensory detail, poem, drama, prose, visualize, prepositional phrase, idiom, adage, proverb, synonym, antonym

Additional key vocabulary to be determined during 2018-2019 Curriculum Development Periods

Grade 4 ELA Curricular Framework

GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	**Students Receiving Special Education Services**	**Advanced Learners**
- WIDA Can Do Descriptors for Grades 4-5* - WIDA Essential Actions Handbook - FABRIC Paradigm - Wall Township ESL Grading Protocol *Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs). **Potential Accommodations for ELLs** - Personal glossary - Text-to-speech - Extended time - Simplified / verbal instructions - Frequent breaks - Small group/One to one - Additional time - Review of directions - Student restates information - Extra visual and verbal cues and prompts - Preferential seating - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback	- New Jersey Tiered System of Supports - National Center on Universal Design for Learning - About UDL - UDL Checklist - UDL Key Terms Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner. **Potential Accommodations for Special Education** **Presentation accommodations**: - Listen to audio recordings instead of reading text - Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge - Work with fewer items per page and/or materials in a larger print size - Use a visual blocker - Use visual presentations of verbal material, such as word webs and visual organizers - Be given a written list of instructions/picture cues **Response accommodations**: - Give responses in a form (oral or written) that's easier for him/her - Dictate answers to a scribe - Capture responses on an audio recorder	- Knowledge and Skill Standards in Gifted Education for All Teachers - Pre-K-Grade 12 Gifted Programming Standards - Gifted Programming Glossary of Terms **Potential Accommodations for Advanced Learners** - Use of high level academic vocabulary/texts - Problem-based learning - Pre-assess to condense curriculum - Interest-based research - Authentic problem-solving - Homogeneous grouping opportunities **Students with 504 Plans** Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

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- Use a spelling dictionary or electronic spell-checker
- Use a word processor to give responses in class

Setting accommodations:
- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he/she learns best (for example, near the teacher)
- Take a test in small group setting

Timing accommodations:
- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Assignment modifications:
- Complete fewer or different homework problems than peers
- Shorten assignment
- Answer fewer or different test questions
- Create alternate projects or assignments

At Risk Learners / Differentiation Strategies

Alternative Assessments	Independent Research & Projects	Jigsaw
Choice Boards	Multiple Intelligence Options	Think-Tac-Toe
Games and Tournaments	Project-Based Learning	Cubing Activities
Group Investigations	Varied Supplemental Activities	Exploration by Interest
Guided Reading	Varied Journal Prompts or RAFT Writing	Flexible Grouping
Learning Contracts	Tiered Activities/Assignments	Goal-Setting with Students
Leveled Rubrics	Tiered Products	Homework Options
Literature Circles	Graphic Organizers	Open-Ended Activities
Multiple Texts	Choice of Books/Activities	Use of Reading Buddies
Personal Agendas	Mini-Workshops to Reteach or Extend	Varied Product Choices
	Think-Pair-Share by readiness or interest	Stations/Centers
	Use of Collaboration of Various Activities	Work Alone/Together

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READING - Instructional Best Practices
RI.4.6 - Students will analyze an informational text on the American Revolutionary War by comparing and contrasting different points of view. After reading the text, students will be assigned a "side" (Union/Confederacy). They will then write an opinion essay to illustrate their thesis, or side, while highlighting opinions of the opposing side.
WRITING - Instructional Best Practices
W.4.9 - After reading *George Washington's Socks*, students will select a row from the Revolutionary War RAFT and create a cohesive and creative informational writing piece with purposefully chosen and arranged details, using reference materials to extract relevant information.
LANGUAGE - Instructional Best Practices
L.4.5.A, L.4.5.B, L.4.5.C - Students will view a Prezi to learn about differentiating between similes and metaphors. They will then read the text *My Life Is a Wave* and identify similes and metaphors with a partner using a graphic organizer before selecting two similes and two metaphors to incorporate into sentences of their own.

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UNIT 4

Text Types:	Literary and Informational
Writing Genres:	Research Writing, Informative and Explanatory Writing, Routine Writing
Unit Pacing:	4th Marking Period - **End of March - Middle of June**

READING **Critical Knowledge and Skills** ***Italicized* - spiraling skills throughout units** ***Bold - Focus skills of this unit**	WRITING **Critical Knowledge & Skills** ***Italicized* - spiraling skills throughout units** ***Bold - Focus skills of this unit**
RL.4.1/RI.4.1 *Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read* *Make personal connections, make connections to other texts, and/or make global connections when relevant* *Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text* *Refer to the text when drawing conclusions as well as when answering directly stated questions* *RL.4.2/RI.4.2* *Identify the key details of a text that support the main idea* *Analyze the actions and thoughts of characters or speakers in texts, looking for patterns* *Determine the theme or main idea of the text* *Summarize the key points of a text* *Explain how the author supports main ideas in informational text with key details* *RL.4.4/RI.4.4* *Determine the meaning of words and phrases in a text* *Identify words that allude to significant characters (ie: Herculean)*	*W.4.2.A, B, C, D, E* *Introduce a topic clearly* *Compose a clear thesis statement* *Group related information in paragraphs and sections* *Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate* *Purposefully select information to develop the topic* *Link ideas within paragraphs and sections of information using words and phrases* *Use transitional words and phrases* *Select specific language and vocabulary to convey ideas and information* *Provide a conclusion related to the information or explanation* *W.4.4* *Produce writing that is clear and understandable to the reader* *Unpack writing tasks (type of writing assignment)* *Unpack writing purpose (the writer's designated reason for writing)* *Focus the organization and development of a topic to reflect the task and purpose* *W.4.5* *Practice revising and editing skills*

Grade 4 ELA Curricular Framework

- *Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)*
- *Identify metaphors and similes*

RL.4.5
- *Explain the differences between poems, drama, and prose*
- *Explain how structural elements are used to create an oral or written response to a text*

RI.4.5
- *Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)*

RL.4.6
- *Identify the narrator's point of view*
- *Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view*

RI.4.6
- *Identify similarities and differences between firsthand and secondhand accounts*
- *Explain how the point of view impacts the delivery of information in the text*

RL.4.10/RI.4.10
- **Read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year**
- **Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts**
- **Read texts with scaffolding as needed**

RF.4.3.A
- *Identify specific strategies for decoding words in texts*
- *Apply the specific strategies for decoding and spelling multisyllabic words*

RF.4.4.A, B, C
- *Use various strategies to understand text and read with purpose*
- *Read grade-level poetry and prose aloud accurately*
- *Use an appropriate rate and expression when reading aloud*

- *Change word choice and sentence structure in writing to strengthen the piece*
- *Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing*
- *Recognize spelling, grammar, and punctuation errors*
- *Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)*

W.4.6
- *Use digital tools*
- *Use technology for producing and publishing writing, and collaborating with others*
- *Demonstrate proficiency in keyboarding skills*
- *Type at least one page in a single setting*

W.4.7 *(Option: At least one from W.4.7, W.4.8, or W.4.9)*
- *Research a topic through investigation of the topic*
- *Explore a topic in greater detail by developing a research question that helps bring focus to the topic*
- *Gather information to support a topic*
- *Select relevant information from texts to support main ideas or claims*
- *Group like ideas to organize writing*

W.4.8 *(Option: At least one from W.4.7, W.4.8, or W.4.9)*
- *Research information from print and digital sources*
- *Integrate information from personal experience*
- *Take notes and organize their information into categories*
- *List the sources used*

W.4.9 *(Option: At least one from W.4.7, W.4.8, or W.4.9)*
- *Use strategies for reading literary and informational text to investigate topics*
- *Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events*
- *Explain how an author uses proof to support a point in informational text*
- *Prove each point with evidence from the text*
- *Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject*

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● *Use various strategies to support word recognition and understanding* ● *Reread texts when appropriate to support increased accuracy, fluency, and comprehension*	W.4.10 ● *Produce numerous pieces of writing over various time frames* ● *Develop skills in research* ● *Reflect on and revise writing* ● *Develop a topic related to the content area they are writing about to reflect task, audience, and purpose*
LANGUAGE **Critical Knowledge & Skills** ***Italicized* - spiraling skills throughout units** ***Bold - Focus skills of this unit**	**SPEAKING & LISTENING** **Critical Knowledge & Skills** ***Italicized* - spiraling skills throughout units** ***Bold - Focus skills of this unit**
L.4.1.G ● **Identify words that are frequently confused when reading** ● **Use frequently confused words correctly in writing** L.4.2. D ● *Spell grade-appropriate words correctly* ● *Use references as needed to aid in spelling* L.4.4.*A*, **B**, *C* ● *Decipher the meanings of words and phrases by using sentence context* ● *Determine the meaning of commonly used prefixes and suffixes* ● *Separate a base word from the prefix or suffix* ● *Use the definition of known prefixes and suffixes to define new words* ● **Identify root words in unknown words** ● **Use known root words to aid in defining unknown words** ● *Identify the purpose and use of glossaries and dictionaries* ● *Determine the structure of glossaries and dictionaries* ● *Use both print and digital glossaries and dictionaries to define and clarify words* L.4.6 ● *Use 4th grade vocabulary fluently when discussing academic or domain-specific topics*	**SL.4.1A,B,C,D** ● *Use previous knowledge to expand discussions about a topic* ● *Engage in conversations about grade-appropriate topics and texts* ● *Participate in a variety of rich, structured conversations* ● *Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer* ● *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)* **SL.4.2** ● *Identify the key points and supporting details of a text presented orally* ● *Restate the key information from a written text read aloud or information presented in multiple formats* **SL.4.5** ● *Integrate audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes* **SL.4.6** ● *Speak for a variety of purposes •* ● *Distinguish between formal and informal discourse* ● *Adapt speech to a variety of contexts and tasks*

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● *Choose the most accurate word when describing actions, emotions, or states of being* ● *Choose the most accurate word when discussing a particular topic* ● *Use knowledge of synonyms and antonyms to broaden vocabulary*	

ASSESSMENTS & RESOURCES	TECHNOLOGY INTEGRATION
ASSESSMENTS ● Writing Benchmark II ● Measuring Up Reading Benchmark ● Fountas & Pinnell Benchmark Reading Assessment ● Running Records ● Teacher created, standards based assessments (organic and through Measuring Up) ● Assessment RESOURCES ● *Lucy Calkins Writing Workshop* ● *Lucy Calkins Reading Workshop* ● *Wonders* ● *Delivering Justice* ● *Tuck Everlasting* ● *Wonder* ● *Matilda* ● *Jelly Belly* ● *The Hundred Dresses* ● *Frindle* ● *Bunnicula* The link below contains titles listed by grade level that are excellent examples of books that reflect African and African-American characters in positive, authentic ways: **The Amistad Commission's Literacy Components for Primary Grades** The links below contain resources from the NJDOE Holocaust Commission on teaching about Holocaust/Genocide, Prejudice, and Bullying:	**STANDARDS** **8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.** **8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.** **8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.** **8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.** **8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.** **8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.** **8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.** **8.1.5.A.5 Create and use a database to answer basic questions.** **8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.** The following programs, websites, and resources are integrated throughout each unit to give students the opportunity to use technology to read, research, write, and practice learned skills.

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[Teaching about Holocaust/Genocide, Prejudice, Bullying Using UDL (K-5)](#)

[Caring Makes a Difference: K- 4 Lessons on Friendship, Respect, and Tolerance](#)

HPE Resources for Brain Breaks: Must total no less than 30 minutes/wk
- Go Noodle - https://www.gonoodle.com/
- Just Dance - https://justdancenow.com/
- Yoga poses - https://www.yogajournal.com/poses/yoga-for/kids

- Google Classroom
- Google Docs
- Google Slides
- SeeSaw
- Raz-Kids
- Learning Ally
- Reading A-Z
- Readworks
- Newsela
- BrainPop
- Storyworks
- Freckle
- Superscience

INTERDISCIPLINARY / 21st CENTURY CONNECTIONS

Interdisciplinary connections may include but are not limited to:

Readers' Theater and dramatic readings of writing pieces incorporating the following standards:
VPA.1.1.5.C.1 Evaluate the characteristics of a well-made play in a variety of scripts and performances.
VPA.1.1.5.C.2 Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.
VPA.1.1.5.C.3 Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.
VPA.1.1.5.C.4 Explain the sensory recall and apply it to character development.
VPA.1.3.5.C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theater and story construction.
VPA.1.3.5.C.2 Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.

6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
6.1.4.A.15 Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
6.1.4.D.9 Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.
6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
6.1.4.D.16 Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.

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9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and
analyze their impact on community development and quality of living.
HPE2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
HPE2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.
HPE2.1.4.C.3 Explain how mental health impacts one's wellness.
HPE2.5.4.A.1 Explain and perform essential elements of movement skills in both isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE2.5.4.A.2 Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
HPE2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
HPE2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.
HPE2.6.4.A.1 Determine the physical, social, emotional, and intellectual benefits of regular physical activity
HPE2.6.4.A.2 Participate in moderate to vigorous age-appropriate activities that address each component of health-related and skill-related fitness.
21st Century Skills: Career Ready Practice Standards:
CRP1, CRP2, CRP4, CRP5, CRP7, CRP8, CRP11, CRP12

Additional interdisciplinary connections to be determined during 2018-2019 Curriculum Development Periods

KEY VOCABULARY

Key vocabulary may include but are not limited to:

theme, main idea, point of view, inference, figurative/academic/domain-specific language

Additional key vocabulary to be determined during 2018-2019 Curriculum Development Periods

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GENERAL CONSIDERATIONS FOR DIVERSE LEARNERS		
English Language Learners	**Students Receiving Special Education Services**	**Advanced Learners**
- WIDA Can Do Descriptors for Grades 4-5* - WIDA Essential Actions Handbook - FABRIC Paradigm - Wall Township ESL Grading Protocol *Use WIDA Can Do Descriptors in coordination with Student Language Portraits (SLPs). **Potential Accommodations for ELLs** - Personal glossary - Text-to-speech - Extended time - Simplified / verbal instructions - Frequent breaks - Small group/One to one - Additional time - Review of directions - Student restates information - Extra visual and verbal cues and prompts - Preferential seating - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback	- New Jersey Tiered System of Supports - National Center on Universal Design for Learning - About UDL - UDL Checklist - UDL Key Terms Students within this class receiving Special Education/Section 504 programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP)/504 Plans due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, instruction is differentiated based upon the student's needs. The IEP/504 Plan acts as a supplemental curriculum guide inclusive of instructional strategies that support each specific learner. **Potential Accommodations for Special Education** **Presentation accommodations**: - Listen to audio recordings instead of reading text - Pre-teach unknown vocabulary through pictures or videos, and relate to prior knowledge - Work with fewer items per page and/or materials in a larger print size - Use a visual blocker - Use visual presentations of verbal material, such as word webs and visual organizers - Be given a written list of instructions/picture cues **Response accommodations**: - Give responses in a form (oral or written) that's easier for him/her - Dictate answers to a scribe - Capture responses on an audio recorder - Use a spelling dictionary or electronic spell-checker	- Knowledge and Skill Standards in Gifted Education for All Teachers - Pre-K-Grade 12 Gifted Programming Standards - Gifted Programming Glossary of Terms **Potential Accommodations for Advanced Learners** - Use of high level academic vocabulary/texts - Problem-based learning - Pre-assess to condense curriculum - Interest-based research - Authentic problem-solving - Homogeneous grouping opportunities **Students with 504 Plans** Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

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	● Use a word processor to give responses in class **Setting accommodations**: ● Work or take a test in a different setting, such as a quiet room with few distractions ● Sit where he/she learns best (for example, near the teacher) ● Take a test in small group setting **Timing accommodations**: ● Take more time to complete a task or a test ● Have extra time to process oral information and directions ● Take frequent breaks, such as after completing a task **Assignment modifications**: ● Complete fewer or different homework problems than peers ● Shorten assignment ● Answer fewer or different test questions ● Create alternate projects or assignments	

At Risk Learners / Differentiation Strategies

Alternative Assessments Choice Boards Games and Tournaments Group Investigations Guided Reading Learning Contracts Leveled Rubrics Literature Circles Multiple Texts Personal Agendas	Independent Research & Projects Multiple Intelligence Options Project-Based Learning Varied Supplemental Activities Varied Journal Prompts or RAFT Writing Tiered Activities/Assignments Tiered Products Graphic Organizers Choice of Books/Activities Mini-Workshops to Reteach or Extend Think-Pair-Share by readiness or interest Use of Collaboration of Various Activities	Jigsaw Think-Tac-Toe Cubing Activities Exploration by Interest Flexible Grouping Goal-Setting with Students Homework Options Open-Ended Activities Use of Reading Buddies Varied Product Choices Stations/Centers Work Alone/Together

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READING - Instructional Best Practices
RL.4.6 - Students will compare and contrast a firsthand account of the Civil Rights Movement with the secondhand account in *Delivering Justice.* Students should take notes about the different foci in the two stories and then list information they discovered in each text. Finally, they will compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations, in a constructed response.
WRITING - Instructional Best Practices
W.4.2 - Students will independently select and research New Jersey landmarks, taking notes and citing evidence from sources. They will then organize the information they've found into appropriately titled sections and follow the *Lucy Calkins* writing rubric to compose and essay about their landmarks before presenting them to the class.
LANGUAGE - Instructional Best Practices
L.4.1.G, L..4.6 - Students will ensure appropriate use of vocabulary, including multiple meaning words that are often confused, as they research, take notes, and write their New Jersey Landmark writing pieces.