

English and Language Arts Curriculum



Course Title: English and Language Arts

Grade Level: Grade 4

Board of Education Approved:

Grade 4
Unit 1 45 Days

Reading Standards

Unit 1 Reading Critical Knowledge and Skills

RL.CR.4.1. Refer to details and examples in a text and make relevant connections when explaining what a literary text says explicitly and when drawing inferences from the text.	RI.CR.4.1. Refer to details and examples in a text and make relevant connections when explaining what an informational text says explicitly and when drawing inferences from the text.	● 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. 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.	● 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. 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> .	● Determine the meaning of words and phrases in a text ● Identify words that allude to mythological characters (ie: Herculean) ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) ● Identify metaphors and similes
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: ● 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
L.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.		● Identify specific strategies for decoding words in texts ● Apply the specific strategies for decoding and spelling multisyllabic words

L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.	• Use various strategies to understand text and read with purpose
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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.	• 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
Writing Standards	Writing Critical Knowledge and Skills
W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. W.4.1.B. Provide reasons that are supported by facts from texts and/or other sources. W.4.1.C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). W.4.1.D. Provide a conclusion related to the opinion presented.	• 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 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.)	• 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. 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.)	• 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. 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.	• 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.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.	• 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.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.	• 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
Speaking and Listening Standards	Speaking and Listening Critical Knowledge and Skills
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. • SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion - SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles. - 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 - SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions	• 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. 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.)	• Speak for a variety of purposes • Distinguish between formal and informal discourse • Adapt speech to a variety of contexts and tasks

Language Standards	Language Critical Knowledge and Skills
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.1.A. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). L.4.1.B. Form and use the progressive (e.g., <i>I was walking; I will be walking</i>) verb tenses.	● 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. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.2.A. Use correct capitalization. L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.	● Identify rules for capitalization ● Apply capitalization rules consistently ● Spell grade-appropriate words correctly ● Use references as needed to aid in spelling
L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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	● 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. 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).	● 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
Interdisciplinary Connections/Technology Integration/College and Career Readiness	

Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSLs for Mathematics, Language Arts

Literacy **New Jersey Social Studies Standards**

- 6.1 U.S. History: America in the World: All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

TECHNOLOGY STANDARDS

Integration of Career Readiness, Life Literacies, and Key Skills

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy. For further clarification see NJSLs-CLKS.

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.5.DC.1: Explain the need for and use of copyrights.
- 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
- 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

Supplemental Resources

Leveled Text

Novels

See Pacing Guides

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Suggested Options for Differentiation

Modifications (ELLs, Special Education, Students at risk of failure, Gifted and Talented) :

English Language Learners

increase comprehensible input via:

ELL

- gesturing
- miming and roleplay
- use of manipulatives
- simplified language / teacher talk / thinking aloud

Strategies may include:

- personal word walls / word rings
- introducing key vocabulary before lesson
- total physical response (TPR) activities
- cloze activities
- teacher modeling
- pattern sentences (speaking and/or writing)
- choral chanting
- small group instruction / cooperative learning
- allowing for additional wait time for student responses during conversations
- scaffolding questions and instructional language
- allowing students to show or use gestures if not yet able to produce oral language
- modeled and shared writing activities
- providing a student buddy

Special Education

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- choral reading
- chants, songs
- preferential seating

- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- use books on tape
 - Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan
- Scribe for students who can't write
- Augmentative communication system

504

Students with 504 Plans (also see individualized student plan)

- preferential seating
 - extended time on tests and assignments
 - reduced homework or classwork
 - verbal, visual, or technology aids
 - modified textbooks or audio-video materials
 - behavior management support
 - adjusted class schedules or grading
 - verbal testing
 - excused lateness, absence, or missed classwork
 - pre-approved nurse's office visits and accompaniment to visits
 - occupational or physical therapy

Students at Risk of Failure:

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language) •

Use books on tape

- Allow extra time to complete assignments or tests
- Work in a small group
- Credit recovery options

- One on one instruction

Gifted and Talented:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
<http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities • use leveled texts and offer an advanced reader reading list
- ask “why” and what if” questions
- use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) • Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills

Other Assessments

Formative Assessment

- Participation/Observations
- Questioning
- Running Records
- Discussions
- Anecdotal Notes
- Learning/Response Logs
- Graphic Organizers
- Peer/Self Assessments
- Presentations
- Visual Representations
- Kinesthetic Assessments
- Individual Whiteboards
- Pre-assessment
- Direct observation
- Checking for Understanding
- Review of Student Work
- Visual representations

- Kinesthetic Assessments
- Student/Teacher Conferencing
- Rubrics
- Checklists

Benchmark Assessment

- Writers Workshop/Conferencing
- Pre-test, test, and daily work
- Portfolio review
- DRA-2
- Reading Assessment/Running Records
- Showcase Portfolios
- Rubrics

Summative

- District benchmark or interim assessments
- End-of-unit or chapter tests
- Scores that are used for accountability for schools (AYP) and students (report card grades)
- Final Writing Drafts
- Reflective Journals

Alternative

Performance Tasks

Classwork

Projects

Use of Technology

Epson

Smartboard

Computer Lab

Chromebooks

Grade 4

Unit 2 45 Days

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.	• 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.CI.4.2. Summarize a literary text and interpret the author's theme, citing key details from the text.	RI.CI.4.2. Summarize an informational text and interpret the author's purpose or a main idea, citing key details from the text.	• 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. 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.	• Read text closely to identify key details • Explain how or why historical events, scientific ideas or "how to" procedures happened • Use the text to support their answers
	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> .	• Determine the meaning of words and phrases in a text • Identify words that allude to significant characters (i.e.: Herculean) • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) • Identify metaphors and similes

	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.	Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)
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	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.	- Identify similarities and differences between firsthand and secondhand accounts - Explain how the point of view impacts the delivery of information in the text
	RI.MF.4.6. Use evidence to show how graphics and visuals (e.g. illustrations, charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) support central ideas.	- 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.AA.4.7. Analyze how authors use facts, details and explanations to develop ideas or support their reasoning.	- 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. 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	- 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

	knowledgeably.	
L.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.		• Identify specific strategies for decoding words in texts • Apply the specific strategies for decoding and spelling multisyllabic words
L.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.		• Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension

Writing Standards	Writing Critical Knowledge and Skills
W.IW.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 aid in 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 presented.	• 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 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	• 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

1-3 above.)	the organization and development of a topic to reflect the task and purpose
W.WP.4.4. 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.) A. Identify audience, purpose, and intended length of composition before writing. B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter. C. Consider writing as a process, including self-evaluation, revision and editing. D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.	● 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. 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.	● 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.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information, and provide a list of sources.	● 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.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.	● 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

Speaking and Listening Standards	Speaking and Listening Critical Knowledge and Skills
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. SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles. 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 SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions	● 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. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).	● 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, 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.	● 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. 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.)	● Speak for a variety of purposes ● Distinguish between formal and informal discourse ● Adapt speech to a variety of contexts and tasks
Language Standards	Language Critical Knowledge and Skills
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).	● 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. 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.	● 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. 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	● 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.WF.4.2 Demonstrate command of the conventions of encoding and spelling.	● Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. ● Write affixed words that involve a sound or spelling change in the base word. ● Spell grade-appropriate words correctly, consulting references as needed. ● Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:	● Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue. ● Place adjectives and adverbs and form comparative and superlative adjectives and adverbs. ● Use independent clauses and coordinating conjunctions. ● Form irregular verbs; form and use progressive tenses. ● Form and use possessive nouns and pronouns. ● Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings). ● Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence. ● Use apostrophes for possession.

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)

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic **and domain-specific** 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

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

- 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
- 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

Interdisciplinary Connections/Technology Integration/College and Career Readiness

Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSLs for Mathematics, Language Arts

Literacy **New Jersey Social Studies Standards**

- 6.1 U.S. History: America in the World: All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
- 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

TECHNOLOGY STANDARDS

Integration of Career Readiness, Life Literacies, and Key Skills

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy. For further clarification see NJSLS-CLKS.

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

(e.g., 6.1.5.CivicsCM.3).

- 9.4.5.DC.1: Explain the need for and use of copyrights.
- 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
- 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

Core Resources

Lucy Calkins Reading and Writing Units Heinemann

Supplemental Resources

Leveled Text

Novels

See Pacing Guides

Suggested Options for Differentiation

Modifications (ELLs, Special Education, Students at risk of failure, Gifted and Talented) :

English Language Learners

increase comprehensible input via:

ELL

- gesturing
- miming and roleplay
- use of manipulatives
- simplified language / teacher talk / thinking aloud

Strategies may include:

- personal word walls / word rings
- introducing key vocabulary before lesson
- total physical response (TPR) activities
- cloze activities
- teacher modeling
- pattern sentences (speaking and/or writing)
- choral chanting
- small group instruction / cooperative learning
- allowing for additional wait time for student responses during conversations
- scaffolding questions and instructional language
- allowing students to show or use gestures if not yet able to produce oral language
- modeled and shared writing activities
- providing a student buddy

Special Education

- Work toward longer passages as skills in English increase

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- choral reading

- chants, songs
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- use books on tape
 - Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan
- Scribe for students who can't write
- Augmentative communication system

504

Students with 504 Plans (also see individualized student plan)

- preferential seating
 - extended time on tests and assignments
 - reduced homework or classwork
 - verbal, visual, or technology aids
 - modified textbooks or audio-video materials
 - behavior management support
 - adjusted class schedules or grading
 - verbal testing
 - excused lateness, absence, or missed classwork
 - pre-approved nurse's office visits and accompaniment to visits
 - occupational or physical therapy

Students at Risk of Failure:

- Provide peer tutoring

- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Credit recovery options
- One on one instruction

Gifted and Talented:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)
<http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities • use leveled texts and offer an advanced reader reading list
- ask “why” and what if” questions
- use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) • Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills

Other Assessments

Formative Assessment

- Participation/Observations
- Questioning
- Running Records
- Discussions
- Anecdotal Notes
- Learning/Response Logs
- Graphic Organizers
- Peer/Self Assessments
- Presentations

- | |
|--|
| <ul style="list-style-type: none">• Visual Representations |
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- Kinesthetic Assessments
- Individual Whiteboards
- Pre-assessment
- Direct observation
- Checking for Understanding
- Review of Student Work
- Visual representations
- Kinesthetic Assessments
- Student/Teacher Conferencing
- Rubrics
- Checklists

Benchmark Assessment

- Writers Workshop/Conferencing
- Pre-test, test, and daily work
- Portfolio review
- DRA-2
- Reading Assessment/Running Records
- Showcase Portfolios
- Rubrics

Summative

- District benchmark or interim assessments
 - End-of-unit or chapter tests
 - Scores that are used for accountability for schools (AYP) and students (report card grades) •
- Final Writing Drafts
- Reflective Journals

Alternative

Performance Tasks
Classwork

Projects

Use of Technology

Epson

Smartboard

Computer Lab
Chromebooks

Grade 4 Unit 3 45 Days

Reading Standards		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.	• Read texts 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. 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.	• 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.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event	RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what	

that draws on textual evidence.	happened and why, based on evidence in the text.	
L.KL.4.1 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).		• Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. • Choose words and phrases to convey ideas precisely. • Choose punctuation for effect. • Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
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.		• Determine the meaning of words and phrases in a text • Identify words that allude to significant characters (i.e.: Herculean) • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) • Identify metaphors and similes

RL.TS.4.4. 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.		• 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. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		• 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.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text		● 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. 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.		● 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
L.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.		● Identify specific strategies for decoding words in texts ● Apply the specific strategies for decoding and spelling multisyllabic words
L.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.		● Use various strategies to understand text and read with purpose ● Accurately read grade-level poetry and prose aloud ● Use an appropriate rate and expression when reading aloud ● Use various strategies to support word recognition and understanding ● Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Writing Standards	Writing Critical Knowledge and Skills	
W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.		● Compose a story hook to engage the reader ● Establish the story's background or situation ● Introduce a narrator and/or characters

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.	● 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, sensory details and explore using figurative language to convey experiences and events precisely. ● Provide a conclusion that follows from the narrated experiences or events
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	● 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.WP.4.4. 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.) A. Identify audience, purpose, and intended length of composition before writing. B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter. C. Consider writing as a process, including self-evaluation, revision and editing. D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.	● 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. 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.	● 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. Draw evidence from literary or informational texts to support analysis, reflection, and research.	• 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.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.	• 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

Speaking and Listening Standards	Speaking and Listening Critical Knowledge and Skills
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. SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles. 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 SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions	• 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. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).	• 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, 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.	● 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. 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.)	● Speak for a variety of purposes ● Distinguish between formal and informal discourse ● Adapt speech to a variety of contexts and tasks
Language Standards	Language Critical Knowledge and Skills
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.*	● 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. 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.	● 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.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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
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L.VI.4.3. 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).
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L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

- Decipher the meanings of words and phrases by using sentence context
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- Determine the meaning of words and phrases that allude to significant characters found in literature.
- Recognize and explain the meaning of common idioms, adages, and proverbs.
- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

- Use 4th grade vocabulary fluently when discussing academic or domain-specific topics
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- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

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Core Resources

Lucy Calkins Reading and Writing Units Heinemann

Supplemental Resources

Leveled Text

Novels

See Pacing Guides

Suggested Options for Differentiation

Modifications (ELLs, Special Education, Students at risk of failure, Gifted and Talented) :

English Language Learners

increase comprehensible input via:

ELL

- gesturing
- miming and roleplay
- use of manipulatives
- simplified language / teacher talk / thinking aloud

Strategies may include:

- personal word walls / word rings
- introducing key vocabulary before lesson
- total physical response (TPR) activities
- cloze activities
- teacher modeling
- pattern sentences (speaking and/or writing)
- choral chanting
- small group instruction / cooperative learning
- allowing for additional wait time for student responses during conversations
- scaffolding questions and instructional language
- allowing students to show or use gestures if not yet able to produce oral language
- modeled and shared writing activities
- providing a student buddy

Special Education

- Work toward longer passages as skills in English increase

- Use visuals
- Introduce key vocabulary before lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- choral reading

- chants, songs
- preferential seating
- assign a picture or movement to vocabulary words
- small group instruction-guided reading and guided writing
- use books on tape
 - Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan
- Scribe for students who can't write
- Augmentative communication system

504

Students with 504 Plans (also see individualized student plan)

- preferential seating
 - extended time on tests and assignments
 - reduced homework or classwork
 - verbal, visual, or technology aids
 - modified textbooks or audio-video materials
 - behavior management support
 - adjusted class schedules or grading
 - verbal testing
 - excused lateness, absence, or missed classwork
 - pre-approved nurse's office visits and accompaniment to visits
 - occupational or physical therapy

Students at Risk of Failure:

- Provide peer tutoring

- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Credit recovery options
- One on one instruction

Gifted and Talented:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)
<http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities • use leveled texts and offer an advanced reader reading list
- ask “why” and what if” questions
- use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) • Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills

Other Assessments

Formative Assessment

- Participation/Observations
- Questioning
- Running Records
- Discussions
- Anecdotal Notes
- Learning/Response Logs
- Graphic Organizers
- Peer/Self Assessments
- Presentations

- | |
|--|
| <ul style="list-style-type: none">• Visual Representations |
|--|

- Kinesthetic Assessments
- Individual Whiteboards
- Pre-assessment
- Direct observation
- Checking for Understanding
- Review of Student Work
- Visual representations
- Kinesthetic Assessments
- Student/Teacher Conferencing
- Rubrics
- Checklists

Benchmark Assessment

- Writers Workshop/Conferencing
- Pre-test, test, and daily work
- Portfolio review
- DRA-2
- Reading Assessment/Running Records
- Showcase Portfolios
- Rubrics

Summative

- District benchmark or interim assessments
 - End-of-unit or chapter tests
 - Scores that are used for accountability for schools (AYP) and students (report card grades) •
- Final Writing Drafts
- Reflective Journals

Alternative

Performance Tasks
Classwork

Projects

Use of Technology

Epson

Smartboard

Computer Lab
Chromebooks

Grade 4 Unit 4 45 Days

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

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.	RI.TS.4.4. 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.	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.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	RI.PP.4.5. Compare and contrast multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	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. 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.	*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.	● 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
L.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.		● Identify specific strategies for decoding words in texts ● Apply the specific strategies for decoding and spelling multisyllabic words

L.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.	• Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Writing Standards	Writing Critical Knowledge and Skills
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 presented.	• 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 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.)	• 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.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. A. Identify audience, purpose, and intended length of composition before writing. B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.	• 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)

C. Consider writing as a process, including self-evaluation, revision and editing. D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.	
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.	• 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.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.	• 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.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information and provide a list of sources.	• 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 (Choice). Draw evidence from literary or informational texts to support analysis, reflection, and research.	• 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.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of discipline-specific tasks, purposes, and audiences.	• 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

Speaking and Listening Standards	Speaking and Listening Critical Knowledge and Skills
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. SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles. 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 SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions	• 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.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	• Integrate audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes
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.)	• Speak for a variety of purposes • Distinguish between formal and informal discourse • Adapt speech to a variety of contexts and tasks
Language Standards	Language Critical Knowledge and Skills
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.1.G. Correctly use frequently confused words (e.g., to, too, two; there, their).*	• Identify words that are frequently confused when reading • Use frequently confused words correctly in writing
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.	• Spell grade-appropriate words correctly • Use references as needed to aid in spelling

L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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.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>) 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.	• 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. 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	• Use 4th grade vocabulary fluently when discussing academic or domain-specific topics

to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).	• 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
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Interdisciplinary Connections/Technology Integration/College and Career Readiness	
Primary Interdisciplinary Connections: Infused within the unit are connections to the NJSLS for Mathematics, Language Arts Literacy New Jersey Social Studies Standards • 6.1 U.S. History: America in the World: All students will acquire knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. • 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.	

TECHNOLOGY STANDARDS

Integration of Career Readiness, Life Literacies, and Key Skills

Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy. For further clarification see NJSLS-CLKS.

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

(e.g., 6.1.5.CivicsCM.3).

- 9.4.5.DC.1: Explain the need for and use of copyrights.
- 9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
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Summative

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Final Writing Drafts

• Reflective Journals Alternative Performance Tasks Classwork Projects Use of Technology Epson Smartboard Computer Lab Chromebooks

READERS WORKSHOP PACING GUIDE				WRITING UNITS	MODIFICATIONS
UNIT	TIME	STRATEGIES/SKILLS	RESOURCES/ FORMATIVE, ALTERNATIVE, SUMMATIVE ASSESSMENTS	MODE OF WRITING	Modifications/Resources

Interpreting Characters: The Heart of the Story (Book 1) Overview: Students will launch into reader's workshop establishing routines and structures. Students are reminded to choose "within reach" books (refresher from 3rd). Students are taught to keep records and take responsibility for reading lots of books. As the unit progresses, students are instructed to read intensely,	September 8 - October 14 30 DAYS *This unit must be completed by October 14	Bend I: ● managerial lessons (supplies, routines, structures, find/share books) ● Choosing "within reach" books ● Keeping records of the volume of reading ● Engaging deeply and intensely with their book by creating mental movies ● Retelling stories chronologically, using "reach backs" to select information that fits. Bend II:	Assessments: ● Reading Interest Inventory ● Unit Pre Assessment ● Teacher's College Running Records (to be completed by session 6) ● iReady ● Achieve 3000 Level Set ● District Writing Assessment	Writers Workshop: Crafting True Stories (Book 1- 3rd grade unit)	
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becoming “nose-in-the-book” readers, focusing on studying characters and building interpretations. Bend I: Introduce children to structures, routines, and habits, of readers workshop. Guide students to take ownership of reading routines and reading intensely. <u>During this first bend, assess students in order to establish same-level partnerships (session 6)</u> Bend II: Instruct students to grow significant, text based ideas about characters. Engage in conversations supporting their ideas. Bend III: Move from studying characters to building interpretations.		● Tweaking ideas so that they are grounded in text and defensible ● Engaging in discussions on why authors include certain details check for comprehension Bend III: ● Connecting ideas to form interpretations supported across a whole text ● Discussing varying interpretations (no one-and-only correct way to interpret literature) ● Celebrating learning with either the bookmark project or a google slide ● Finding meaning in recurring images, objects and details **Partnerships can be same-book or swap-book based on resources.	Mentor Text: <i>The Tiger Rising</i> by Kate DiCamillo Getting Ready: ● shared book bins based on previous years reading levels ● Reader’s Notebook ● “My Reading Life” Folder ● Narrative Reading Learning Progressions Bend I: ● Student Reading Logs ● Reading Partners (created for session 6) ● ”Envisioning/ Predicting” Strand Bend II: ● bins of short stories and picture books for debate ● ”Inferring About Characters and Other Story		
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			Elements” Strand Bend III: • “Determining Themes” Strand • Celebration: Self-Portrait Reading Bookmarks focusing on characters and connections between books *All additional resources used in unit can be found on the Heinemann Website http://www.heinemann.com/myOnlineResources/viewResources.aspx?sku=E07697		
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Reading the Weather, Reading the World (Book 2) Overview: Students will begin this unit reading easier texts and doing important work with them. As the unit progresses, students will choose more challenging texts, digging into research projects that revolve around a class topic of extreme weather and natural disasters. At the end of the unit, students will research a	October 17 - November 18 25 DAYS	Bend I: ● Reviewing different text structures and how to organize note-taking ● Focusing on various ways nonfiction texts can be complex and strategies for reading complicated texts. ○ Tackling tricky words ○ Initiating word banks ○ Summarizing non fiction texts well, including what to include, how to say the author's points in your own words, and how	Assessments: ● Unit Pre Assessment Mentor Text: <i>Everything Weather</i> by Kathy Furgang Getting Ready: ● Matched-level partnerships (can be continuation of previous partnerships) ● NF Book Baggie	Writers Workshop: Boxes and Bullets (Book 2)	
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second subtopic, focusing on comparing and contrast what they have learned from the first project. Bend I: Students will learn how to read texts and record information in a way that will make it easier for them to teach others. Additionally, students will learn strategies for tackling the challenges of non-fiction text. Bend II: Students will work on a research project about an extreme weather event or natural disaster. (The mentor topic is drought, and student options include tornadoes, hurricanes, tsunamis, earthquakes, droughts and floods. Students will be taught how to create an action plan before reading and note-taking. Bend III: Students begin a second research project on a topic that relates to their bend II topic (tornadoes/hurricanes, earthquakes/tsunamis, floods/droughts). Researchers will compare		details support the author's main ideas. Bend II: ● Previewing texts to learn about subtopics ● Identifying common subtopics that merit attention: ○ Causes ○ How they are measured ○ prevention/safety ○ Important events ○ Effects ○ Firsthand experiences (optional enrichment topic) ● Presenting a research project as part of the celebration. Bend III: ● Using the language of comparing and contrasting texts (Key words) ● Using questions to push deeper thinking ● Reading with a research agenda (reading text through the lens of the research topic) ● Distinguishing facts from opinion and how to use each in a research project ● Presenting a second research project that focuses on comparing and contrasting concepts	● Various Weather Books ● Informational Reading Learning Progression Bend I: ● Video: "Phoenix Zoo: The Phoenix Zoo Saves the Arabian Oryx" (Session 3) https://www.youtube.com/watch?v=nGns4ER0L_c ● "Cross Text Synthesis" Strand ● "Main Idea and Supporting Details/Summary" Strand Bend II: ● Research Teams of four students (for remainder of unit) ● YouTube clips of extreme weather ● <i>Droughts 101</i> and <i>The Big Thirst</i> by Charles Fishman		
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and contrast the subtopics of these two areas of study. Students will also look for patterns and relationships across topics.			(teacher resources for modeling)		
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			● “Cross Text Synthesis”Stran d ● Celebration: Present Group Google Slides Presentation on Weather Research Bend III: ● Continue with research teams of four students (for remainder of unit) ● Assign correlating weather pattern to previous research ● Fire Sticks Video (https://www.yo utube.com/watc h?v=ZYcBiEX9 p6w) ● Celebration (2 days): Present Comparative Weather Patterns *All additional resources used in unit can be found on the Heinemann Website http://www.heineman		
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			<u>n.c om/myOnlineResourc es/ viewResources.aspx? sku =E07697</u>		
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Social Issues (If...Then...) Overview: This unit is designed to teach students to discern the central themes of the novels as related to current events/social issues and the impact that has on the character and the reader and the world around them. Students will read and analyze how these social themes develop across multiple texts, by different authors, with specific lenses. Additionally, students will use a critical lens begin to notice those issues in the world around them beyond their reading. Students will take on the role of activist. Bend I: Students are learning about some of the issues that exist in the world, looking for problems and injustices that affect not just the character but entire groups of people in their communities and beyond. Students are exploring these issues by reading	November 21 - December 22 25 DAYS	Bend I: ● Reading critically, using the lens of a social issue to better understand and empathize with people in books, movies, and the world ● Considering multiple ideas in one text- texts often have multiple larger meanings and could have more than one main issue as well as a few smaller ones ● Reading closely, first for the story, and then for the social issues lesson (What is happening in the book? What is it teaching me about_____?) ● Paying close attention to scenes that bring out strong reactions from both the character(s) and the reader ● Identifying what the author is trying to convey about the issue ● Compare and contrast how different authors address the same or similar issues ● Compare and contrast how different characters deal with the same or similar issues ● Compare and contrast fiction resources to deepen understanding of a social issue ● Examining books through the lens of fairness and unfairness and participating in book club discussions that support their	Assessments: ● Short Read Aloud with Stop and Jot about issues in text Mentor Text: ● <i>Locomotion</i> by Jacqueline Woodson Getting Ready: ● Fiction Texts ● Non-Fiction Texts and Articles ● Book Clubs Bend I: ● <i>Locomotion</i> by Jacqueline Woodson ● <i>Home of the Brave</i> ● <i>The Marble Champ</i> Bend II: ● <i>Locomotion</i> by Jacqueline Woodson Bend III: ● <i>Locomotion</i> by Jacqueline Woodson ● Celebration: Clubs create mini-social action projects	Writers Workshop: Literary Essay	
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stories and articles, comparing and contrasting how different characters deal with problems and what important lessons can be learned. Bend II: Students are understanding that there are often complex issues that		thinking (“I think this is fair because... , I think this is unfair because..., This matters because...”) Bend II:	based on their work		
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underlie the social issues of their books (power and invisibility). Students will identify author's craft moves used to present a stance on social issues. Bend III: Students are taking their understanding of the critical concepts from their texts and applying this knowledge to the world. Students will see multiple issues beyond just the text and will relate them back to their own lives. Additionally, students will use writing to stretch their thinking and grow meaningful conversations among peers (club members).		● Identifying underlying issues in texts and using them to grow new ideas ● Identifying how gender, race, religion, class, interests, values and hobbies shape characters and ourselves ● Reading critically through the lens of power and invisibility ● Connecting personal experiences to book discussions ● Critically reading multiple sources of non-fiction to deepen understanding of a social issue ● Participating in book club conversations about changing thinking based on text, world events, and the shared thoughts of club members. ● Analyze the craft and structure authors use to convey meaning: ○ Flashback ○ Repeated events and symbols ○ Dialogue ○ Specific setting ○ Characters with opposing viewpoints ● Compare and contrast the treatment of the same issue across multiple texts. ○ the tone ○ language structure ○ literary devices(including word choice,	throughout the unit.		
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		metaphors, cause and effect, pros and cons) ○ the varying points of view that have been presented			
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		○ the information that has been given and left out. Bend III: ● Examining readers own lives and texts in other genres to deepen the understanding of social issues in fiction ● Utilizing writing to stretch thinking about their reading and prepare for book club conversations.. Some prompts include: ○ On the other hand... ○ This connects with... ○ I used to think.. But now I think... ○ Some people think.... But I think..... ● Utilizing writing to respond to those conversations reflecting on how the club has shaped and influenced your own thinking ● Using all strategies gathered within the unit to develop a stronger understanding of the social issues the students are reading about.			
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Reading History: The American Revolution (Book 3) Overview: This unit is designed so that it can support students in both reading and writing about the American Revolution. Students will research a topic related to the earlier parts of the war and a will debate	January 2-6 *Use this week to review any skills needed January 9 - February 16 30 DAYS	Bend I: ● Orienting themselves to the events leading up to the American Revolution by previewing books, photographs, articles, and video links. ● Noting text structure and summarizing text in a ways that reflect the structure ● Prioritizing big points and supporting details	Assessments: ● Unit Pre Assessment ● Teacher's College Running Records ● iReady ● Achieve 3000 Level Set (TBD)	Writers Workshop: Bringing History to Life (Book 3) Writing: Informational	
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about another topic later in the war. Bend I: Students are organized into research teams, beginning with researching the events leading up to the American Revolution. Lessons focus on using text structures, dealing with challenges, prioritizing information, and synthesizing across texts. Bend II: Students will be learning about varying perspectives, reading to understand the points of view on contrasting sides of an argument. They will read with a role of either Patriot or Loyalist, angling the facts for their debate as they reenact the Second Continental Congress debate about independence. Bend III: Students will engage in a second cycle of research, with a suggested focus on an event that takes place after the Second Continental Congress. Students will be taught strategies for tackling challenging texts as well as how to recognize when		● Synthesizing across texts, noting similarities and differences in content and presentation (facts and craft) ● Researching a famous, iconic person or event ● Teaching others through the celebration Bend II: ● Recognizing different perspectives (Loyalists vs Patriots) ● Finding and angling evidence to support a claim ● Rehearsing debating, practicing the following: ○ Clearly stating a position ○ Giving reasons to back up that position, ○ Supporting the reasons with multiple examples of strong evidence ○ Using “debate phrases” (see anchor chart) ● Staging a whole class debate, applying skills reviewed in the small group rehearsals Bend III: ● Building prior knowledge ● Developing strategies for tackling complex texts: ○ Determining whether a text is too hard ○ Chunking and paraphrasing texts,	● District Writing Assessment Mentor Text: ● <i>Bringing History to Life-The Revolutionary War</i> by Josh Gregory ● <i>Liberty!: How the Revolutionary War Began</i> by Lucille Recht Penner Getting Ready: ● Research Teams of 3-4 students ● Articles and Videos pertaining to the American Revolution (all available on Heinemann Website) Bend I: ● “Main Idea and Supporting Details” and “Cross Text Synthesis” Strands ● Articles and Videos on events leading		
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a text is too hard and how to shift strategies accordingly. Additionally, students are taught how to tackle domain specific vocabulary. Finally, readers will realize that complicated moments and		using easy language ○ Deciding, “Does this go with what I just read or is this something new?”	to the American Revolution (all available on		
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stories from the past offer ideas about major life themes.		● Altering strategies based on text type ● Developing richer, content based vocabulary ● Reading history for universal messages or big lessons learned from the past (conflict, perseverance, leadership, character)	Heinemann Website) ● “Critical Reading” Strand ● Celebration: Student groups will teach each other about their finding on events leading to the American Revolution Bend II: ● “Analyzing Author’s Craft” and “Analyzing Perspective” Strands ● Resources depicting Loyalists and Patriots viewpoints (all available on Heinemann Website) ● Celebration: Whole Class Debate on Patriots vs. Loyalists Bend III: ● Bins for students related to the American Revolution after		
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			1775 ● “Main Idea and Supporting		
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			Details” and “Monitoring for Sense” Strand ● “Comparing and Contrasting” Strand ● Celebration: Partner- talk about growth as non-fiction readers and patriots feelings about the birth of new nation		
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Historical Fiction Book Clubs (Book 4) Overview: Students are reading in book clubs again for this unit. This unit is designed to reinforce the book club skills learned earlier in the year. Bend I: Students are enticed into the world of historical fiction. Throughout this bend, students will focus on setting and how it affects the atmosphere and mood of a text. They will start this bend developing a constitution to guide them through dealing with compromising and sharing of power. Bend II: Students are focusing on identifying significant passages and	February 21- March 31 25 DAYS	Bend I: ● Paying attention at the start of a book to analyze setting (when, where, what it feels like) ● Keeping track of story elements to build understanding ● Comparing historical timelines to character and story timelines ● Deepening understanding of characters and perspective, stepping into characters' shoes ● Realizing thoughts and decisions are shaped by historical time periods Bend II: ● Identifying significant passages and connecting them to other part of the text ● Supporting big ideas with small moments, details and objects ● Determining themes and reading through a possible theme lens ● Deepening interpretation through group discussions and	Assessments: ● Unit Pre Assessment Mentor Text: ● <i>Number the Stars</i> by Lois Lowry Getting Ready: ● Student Book Clubs (reading same books based on level) Bend I: ● <i>Rose Blanche</i> by Roberto Innocenti ● “Monitoring for Sense” Strand ● Timelines: Personal, Character Based,	Writers Workshop: Literary Essay Bend III Historical Fiction writing (If...Then...)	
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determining themes. Students will work on deepening interpretations through collaboration and close reading. Bend III: Students are turning to primary sources to better understand the events of their historical fiction books. Readers make their research into a project, organizing their notes like they did in the previous non fiction units. Students are studying historical narratives and comparing perspectives. Like in the history unit, they will also be looking for themes across texts.		close reading of significant passages ● Paying attention to minor characters to deepen interpretation Bend III: ● Studying images (photographs and illustrations) from the time period ● Researching to add background information ● Reading historical narratives to compare to historical events ● Comparing perspectives ● Investigating power dynamics ● Looking for themes across history and fiction texts	Historical Based Bend II: ● “Inferring about Characters and Other Story Elements” Strand ● “Things” by Eloise Greenfield Bend III: ● <i>Out of the Dust</i> ● Celebration: Building on their own reading life		
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Biography Book Clubs (If...Then...) Overview: This unit is designed to practice reading narrative nonfiction, as well as to continue to develop student's narrative and informational reading skills. Students will use the "story" to acquire knowledge about a specific historical time period or setting, by focusing on what people wore, how they lived, and societal expectations. Additionally, students will learn about specific events and struggles that occurred during a specific time period, such as battles and wars.	April 3 - May 19 (Extra time allowed because of half days and testing- testing window) 30 DAYS	Bend I: ● Distinguishing biographies from expository fiction. ● Identifying the subject's hardships and struggles ● Developing theories about the specific traits of a subject by paying attention to the decisions he/she makes Bend II: ● Identifying that biographies also teach us about the culture of that time. ● Utilizing non-fiction reading and note-taking strategies for chunking text and organizing information learned ● Identifying and organizing information based on predictable biography sections: ○ Birth and early life	Assessments: ● Informal Note taking Pre Assessment Mentor Text: ● <i>The Story of Ruby Bridges</i> by Robert Cole ● <i>Martin's Big Words</i> by Doreen Rappaport Getting Ready: ● Student Book Clubs ● Selecting Subject for independent biography	Writers Workshop Realistic Fiction Book One The Arc of the Story	
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Bend I: Students review what they know about reading fictional narratives and apply those reading strategies to biographies, particularly character traits, character development, and hardships and struggles. Bend II: Students review what they know about reading informational texts and apply those reading and note-taking strategies to biographies, focusing on the subjects personal story, as well as the impact of the time, place, and world in which they lived. Students will extend their work across additional resources that are related to the biography subject or the context in which they lived. Additionally, students will focus on taking in their information as they read, and utilizing appropriate strategies for organizing their information to learn about their subject.		○ Youth, life as a student/young adult ○ Struggles ○ Resolution/achievements ○ Contribution to history ● Integrating information from multiple sources and discovering connections between the subject's life and historical events ○ Articles ○ Speeches ○ Photos ○ Songs ○ News clips ● Creating timelines to organize the subject's life events as well as important events going on in the world Bend III: ● Identifying the bigger message or theme in the biography story ● Studying subject's intensely to identify character traits and the kind of bravery that made the subject notable ● Connecting the subject to the time and society by identifying the larger group he/she represents: ○ Gender ○ Race	● "Who Was" Book Series Bend I: ● <i>The Story of Ruby Bridges</i> by Robert Cole ● <i>Who Was Ghandi?</i> (begin reading prior to lesson 5) Bend II: ● <i>Who Was Ghandi?</i> (continue reading from Bend I) ● Additional text sources relating to the subject/time period ○ Articles ○ Speeches ○ Photos ○ Songs ○ News clip Bend III: ● Continue reading <i>Who Was Ghandi?</i> ● Theme Anchor Chart		
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Bend III: Students will look for bigger messages in their biographies, focusing on how the subject has impacted the world and the implications that has on the student today. Students will also focus on the subjects motivations and struggles, and what resources they used to overcome these obstacles.		○ Religion ○ Socio-economic			
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Planning a Summer Reading Life Overview: The purpose of this unit is to keep students reading with volume and stamina over the summer in an effort to maintain their current reading level. Students will reflect on their reading growth and successes throughout the year. Students will set reading goals for the summer.	May 22- June 16 10 DAYS	Possible Teaching Points: ● Places to read ● Favorite authors and series ● Finding books (Scholastic Book Wizard) ● Book share ● Create summer reading list ● Set Summer Reading Goals ● End of Year Celebrations (TBD)	Assessments: ● Teacher's College Running Records ● iReady ● Achieve 3000 Level Set ● District Writing Assessment Suggested Mentor Text: Supplies: ● "My Summer Reading Life Packet" ● Library reading program ● District summer reading assignment		
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GRADE 4 - WRITERS WORKSHOP PACING GUIDE				READING UNITS	MODIFICATIONS
UNIT	TIME	STRATEGIES/SKILLS	RESOURCES/ ASSESSMENTS	READING GENRE	Modifications/Resources

Launching Unit Use attached launching lessons then launch lessons from Grade 3 Book 1 (Crafting True Stories). Children need exposure to generating ideas, selecting a story idea, working with a partner, and bringing a piece through the writing processes before moving onto Grade 4 Unit 1. Students only need to bring 1 piece through the writing process and do not need to select a second piece during bend 3. Launching Unit Mini Lessons Boxes and Bullets (Book 2) - This unit begins with an immersion into essay writing. Students will first compose a whole class essay, and then they flash draft the essay onto paper.	September 6-October 13th This allows to time effectively launch both Reading and Writing Workshop while collecting initial baseline assessments. 30 DAYS October 16th - November 22nd	Bend I: -set expectations for third grade writing (notebook, volume, stamina) -generating ideas Bend II: -selecting seed idea -story-telling rehearsing - revision -investigate mentor author -paragraphing for organization -elaborating by adding dialogue, thoughts, and feelings Bend III and IV: -editing/ using the editing checklist -commas and quotations -revising endings -balancing details Bend I - Essay Boot Camp - Structuring one's essay - "Boxes and Bullets." -Developing strategies for growing insightful ideas -Studying a mentor text to conduct an inquiry, asking "What did the writer do to make this?" -Elaborating on details by 'talking back to one's first ideas.'	Launching Unit Mini Lessons Getting Ready: -Writing station -Writing notebooks -Teacher demonstration writing notebook -examples of fourth grade writing Mentor Text: <i>Come On, Rain!</i> By Karen Hesse Assessments: - On-Demand Narrative Prompt (pre and post unit) found in <i>Writing Pathways</i> p.182 or on CD-ROM -Score with Narrative Rubric *Use Pre assessment as BOY writing sample Getting Ready: - Writing notebooks -Teacher demonstration writing notebook -examples of fourth grade writing - Heinemann.com	Launch - Interpreting Characters: The Heart of the Story" (Book 1) "Reading the Weather, Reading the World" (Book 2)	
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Next, students will utilize notebook entries to write long utilizing inquiry to develop their ideas. In “Raising the Level of Essay Writing,” students will write out evidence to support the reasons for their opinion. Students will collect mini-stories and evidence to organize the most compelling ideas. They will then draft these two sections of their essay. At this juncture, the third reason, conclusion and introduction will be the focus. Using their on-demand writing, students will set goals for themselves, editing and revising as necessary, as they enter the final Bend of the unit, “Personal to Persuasive.” For this final essay,		- Mining one’s writing across a series of entries to discover thematic patterns and ideas. -Develop a sed idea into a thesis statement Bend II -“Raising the Level of Essay Writing” -Drawing on narrative writing to support idea advancement -Gathering a variety of materials and deciding which strengthen their essays -Utilizing lists to support an idea -Organizing for drafting -Building a cohesive draft -Developing one’s own systems to foster independence with writing -Writing introductions and conclusions -Revising based on individual goals Bend III - Personal to Persuasive -Generating ideas for persuasive writing -Turning a personal opinion into a persuasive one -Comparing and contrasting personal and persuasive essay writing. -Drawing on evidence to convince one's audience -Linking one’s evidence to reasons and thesis statement to ensure cohesion and logic	Anchor Charts PRE/ POST ASSESSMENTS: See page viii for details. Please use corresponding rubric to score baseline and post assessment. At the end of the unit, give students the same task on a different topic.		
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students will transfer all they have learned throughout the unit with greater independence.					
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The Literary Essay - Bends I and Bends II (Book 4) The standards highlight the importance of literary essays describing it as writing that is designed to analyze and convey ideas and theories clearly. Students will have practiced this writing through their reading notebook entries, in developing theories based on character analysis. In this unit, we teach students to develop quick structured "flash essays" based on theories, themes and ideas. Reading Workshop will be integral in supporting the goals of this unit. In writing workshop, children will spend time reading and responding to text. Analyzing text will become the source from which they	November 27th - December 22nd 25 DAYS	BEND I - Writing About Reading -Close reading of the text -Studying characters to develop theories -Utilizing thought prompts to extend initial ideas -Craft a thesis statement - Re- reading to to identify bits that could serve as evidence -Discerning and implementing quotes that best support one's thesis -Incorporating lists as evidence -Researching what makes for a good literary essay? BEND II- Raising the Quality of Literary Essays: -Recognizing patterns to develop ideas about the story's theme - Discovering what a story is really about by looking for deeper patterns -Adding depth to one's writing by formulating complex ideas -Flash-drafting a literary essay -Crafting introductions and conclusions that are powerful -Using a mentor text through the lens of author's craft as evidence -Editing -Celebration - Return to Literary Essay Bend III in	PRE/ POST ASSESSMENT Please see details on pg. Viii. Please use corresponding rubric to score baseline and post assessment. At the end of the unit, give students the same task on a different topic. Getting Ready: Resources from on-line to assist with this unit, include: Heinemann.com (WUOS-GR4) Samples of student work from various stages of the writing process Classroom charts, lists of prompts, and other teaching tools; A list of literary terms; An editing checklist; Touchstone Text: <i>Fox</i>, by Margaret Wild and Ron Brooks "Marble Champ"	Social Issues - "If/ Then"	
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gather information for their writing. They will learn to retrieve information from their reading, both narrative and expository, and use this information to		March 2018.	<u>“Eleven”</u> “Gloria Who Might Be My Best Friend” -Ann Cameron		
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craft lively, and thematic essays. Furthermore, they will learn to do so with authority and engagement as they attempt to influence readers and write with them in mind. It will be important to assess children at the outset with an on-demand literary essay. Based on the data gleaned from this one-day assessment, the unit will then set students on a trajectory of growth in structured essay writing. Students will learn to zoom in on specific themes and write with greater density, an analytical lens and provide evidence to support the thesis. They will learn to focus on a particular angle or aspects of a topic, and to be selective about the information they include within their essays.					
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Additionally, students will further develop their ability to develop literary essays through daily practice, reinforced structured essays, . They will work to incorporate information					
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from multiple sources with ease and fluidity and learn to not only cite evidence, but to interpret the information for readers—elaborating in such a way that the writer’s intent to teach and inform is evident. “Bringing History to Life” Book 3 For this Unit, students will utilize all they know about informational writing to write two information chapters, starting with one on a more general topic and then progressing to a more focused topic. The first bend of this unit ends with students completing a small book in which each chapter is written as a different genre. In Bend II, students will narrow in on a subtopic while continuing their research. Students will	January 2nd February 16th 25 DAYS	BEND I - Informational Books: Making a Conglomerate of Forms - Studying texts that match your vision of the text you want to create -Structuring the subsection of students’ reports using a template -Using strategies from past writing and applying them to new writing -Students will teach about their topic to assist them with their writing. - Including details that help readers picture what happened in history. - Utilizing character, setting and conflict to write about a historical event -Implementing all one knows about effective essay writing to develop and support their essays about a historical topic. -Editing and goal setting BEND II: Writing with Greater Independence: - Designing a research plan -Tackling the complexities of efficient note-taking -Drafting to draw on all they know about informational writing -Developing a logical structure using introductions and transitions	PRE-ASSESSMENT : Please see details on pg. Viii. A post-assessment does not need to be administered for this unit. The pre-assessment will assist students with their goal setting, and it will allow opportunities for differentiating your instruction using the progressions and checklists. Getting Ready: Prior to the start of the unit, familiarize students with aspects of the American Revolution during Social Studies. This does not need to be extensive. Page ix of the uNit of Study provides some ideas as an overview before delving into the unit. Mentor Text: <i>The Revolutionary War</i> by Josh Gregory (tradebook collection)	Social Issues Book Clubs - extended through January 12th “Reading History: The American Revolution” Book 3- Begins January 16th	
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learn to present their information through the use of historical details, text features, and quotations. Bend III takes students to a new level from organizing		- utilizing text features to convey important details -Adding quotations to accentuate the central idea	Online resources through Heinemann.com WUOS_GR4 Internet sites bookmarked that are kid-friendly and relevant to the American Revolution. Exemplars Student		
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information to developing their own ideas about the information. The unit culminates with an expert fair, which students share all they have learned about their topic. Literary Essay - Bend III Students will write compare and contrast essays noting the different texts' approaches to the same topic.	February 19th - March 30th 20 DAYS	-Utilizing past strategies to develop one's writing -Recognizing there are two sides to each story -Self-assessment and goal setting BEND III- Building Ideas in Informational Writing: -Developing one's own ideas about research -Conveying the 'bigger ideas' in history writing -Using inquiry to become experts on a topic -Researching and pondering the questions that don't have a ready answer - Editing -Celebration! BEND III - Writing Compare and Contrast Essays -Categorizing similarities and differences between texts into patterns or ideas -Noticing similar themes across texts, or similar characters, and naming how the texts approach the themes differently or how they are similar -Utilizing prior writing strategies to compose a compare and contrast essay.	exemplar historical information book, The Continental Army and the Battles of Lexington and Concord by Naomi (Online resources Session 1) Teacher exemplar (Online resources Session 12, Share)	Historical Fiction Book Clubs -Begins Feb. 26th	
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Historical Fiction Writing- If/ Then Realistic Fiction: Book 1 “The Arc of the Story: Writing Realistic Fiction” In Bend I, students will generate story ideas based on moments and issues in their lives, letting everything provoke ideas for stories that they could write. They will be using their notebooks to plan out their stories and to write a series of short statements that tell about the story, which will be utilized to flesh out ideas about the main character's desires and	April 2nd-May 18th Window for this unit extended due to spring break and PARCC testing 25 DAYS	BEND I: Creating and Developing Stories and Characters that Feel Real -Generating ideas from small moment in one’s life -Collecting ideas for potential stories by imagining stories one wish existed -Developing believable characters through external and internal traits -Designing scenes that demonstrate character’s motivations and struggles -Utilizing the story arc to sketch out plotlines BEND II: Drafting and Revising with an eye toward Believability: -Unfolding the scenes by putting the character into action -Taking on the persona of your character to strengthen one’s writing -Rewriting leads utilizing mentor texts as a guide (both peers and published authors) -Grounding the action and dialogue in the setting -Crafting powerful endings BEND III: Preparing for Publication with an Audience in Mind: -Varying one’s lenses	Getting Ready: Resources from on-line to assist with this unit, include: Heinemann.com (WUOS-GR4) Samples of student work from various stages of the writing process Classroom charts, lists of prompts, and other teaching tools; A list of literary terms; An editing checklist; Touchstone Text: <i>Fox</i>, by Margaret Wild and Ron Brooks “Marble Champ” “Eleven” “Gloria Who Might Be My Best Friend” -Ann Cameron PRE/POST ASSESSMENT: Return to your narrative writing pre-assessment for this unit’s diagnostic (There	Historical Fiction Book Clubs -continued Biographies - If-Then Begins April 16th Window for this unit extended due to spring break and PARCC testing
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struggles, while noting the setting and tension in the story arc. Planning becomes an integral part of the writing process as		when revising. -Setting up space to write -Utilizing mentor texts to flesh out characters	is no need to conduct another baseline). Return to the original prompt for the post-assessment. You will see such dramatic progress.		
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students choose key moments to tell, thinking about what happens in those moments but also about how they can write the moments well enough that readers can experience them. Students will also return to their personal narrative writing to discover moments of depth and significance to help spark new ideas or further develop ideas. In the next bend, students will choose a story idea to develop into a story and linger with the idea rehearsing and revising to advance the story's character and plot before jumping into drafting. Students will practice rehearsing by writing down thoughts or little scenes to develop characters, thinking about the internal and external		-Editing through a variety of lenses -Celebration!	Getting Ready: Mentor Text: <i>Fireflies</i> Writing station -Writing notebooks -Teacher demonstration writing notebook -examples of fourth grade writing from on-line resources.		
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characteristics of the main character. Once students have done some character work for their story idea they will turn to creating a story arc to map out their story, thinking about the rising action and the story's					
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turning points, making sure that the story contains no more than two scenes (small moments). As students complete their story arcs, they will rehearse their story by telling their story to a partner and allowing for major story revisions to strengthen the plot or complexity of the character. Students will also try on successive versions of the story, since stories can be told in countless different ways, changing the character, changing the setting, changing the ending, adding or removing secondary characters, or increasing the problem. In the third bend, students will rely heavily on mentor texts to envision the sort of					
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thing they want to write, try out different leads, and move into drafting. Students will have to read like writers, trying to name the craft moves that they come across and then trying those craft moves out on their own. Outside					
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of published authors, students will also use the writings of peers as mentor texts to help them try out other craft moves. Students will also try out multiple leads for their stories deciding on what will be told and what will be withheld, recognizing that each new lead sets up a different version of the same story. Throughout everything, students will need to continually work on storytelling focused moments, using dialogue and small actions and internal thoughts to carry the storyline. After trying out leads students will start drafting, while stopping to make large scale revisions to develop tension in the story. In the final bend, students will work on developing the heart of the story with an eye on					
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the ending. Drafting across multiple pages students will need to work carefully to control time, animate scenes with action and setting, and build a plot where the character makes					
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harder and harder climbs to his/her goal. Students will also need to carefully identify what the story is really about so that every part of the story spotlights that true meaning. They will also need to find and develop the heart of their story, adding a page to this section to stretch it out so the key moment is almost of full page. Revision moves around building tension through character's motivation and obstacles will take place to strengthen the overall quality of students' writing. A revision move might focus on making solutions to problems more authentic and complex, encouraging students to rethink their easy endings to help discover deeper meanings in their stories.	May 21st - June 14th 15 DAYS			Biographies - If-Then Continued Planning a Summer Reading Life (Last two weeks. Close out final assessments)	
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Students will be given an opportunity to publish their writing in short story anthologies organized by topic or theme and share them through an author's reading with a buddy class.					
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The celebration will include a "meet the author" day to create an authentic audience. READING RESEARCH (Ocean Road) BIOGRAPHY INTERVIEWS (Nellie Bennett)					
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Overview	Reading	Writing	Speaking and Listening	Language
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Unit 1 - Launching Unit September 6-October 13th Use attached launching lessons then launch lessons from Grade 3 Book 1 (Crafting True Stories). Children need exposure to generating ideas, selecting a story idea, working with a partner, and bringing a piece through the writing processes before moving onto Grade 4 Unit 1. Students only need to bring 1 piece through the writing process and do not need to select a second piece during bend 3.	Launch - Interpreting Characters: The Heart of the Story “ (Book 1)	Launching Unit	• 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)	• 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
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Unit 2 - Boxes and Bullets (Book 2) October 16th – November 22nd This unit begins with an immersion into essay writing. Students will first compose a whole class essay, and then they flash-draft the essay onto paper. Next, students will utilize notebook entries to write long utilizing inquiry to develop their ideas.	“Reading the Weather, Reading the World” (Book 2)	Boxes and Bullets (Book 2)	● 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	● 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
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In “Raising the Level of Essay Writing,” students will write out evidence to support the reasons for their opinion. Students will collect mini stories and evidence to organize the most compelling ideas. They will then draft these two sections of their essay. At this juncture, the third reason, conclusion and introduction will be the focus. Using their on-demand writing, students will set goals for themselves, editing and revising as necessary, as they enter the final Bend of the unit, “Personal to Persuasive.” For this final essay, students will transfer all they have learned throughout the unit with greater independence.			• 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)	
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Unit 3 -The Literary Essay - Bends I and Bends II (Book 4) November 27th -December 22nd The standards highlight the importance of literary essays, describing it as writing that is designed to analyze and convey ideas and theories	Social Issues - “If/Then” Extended through January 12th.	The Literary Essay - Bends I and Bends II (Book 4)	• Speak for a variety of purposes • Distinguish between formal and informal discourse • Adapt speech to a variety of contexts and tasks	• Spell grade-appropriate words correctly • Use references as needed to aid in spelling
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clearly. Students will have practiced this writing through their reading notebook entries, in developing theories based on character analysis. In this unit, we teach students to develop quick structured "flash essays" based on theories, themes and ideas. Reading Workshop will be integral in supporting the goals of this unit. In writing workshop, children will spend time reading and responding to text. Analyzing text will become the source from which they gather information for their writing. They will learn to retrieve information from their reading.				
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Unit 4- “Bringing History to Life” Book 3 January 2nd- February 16th For this unit, students will utilize all they know about informational writing to write two information chapters, starting with one on a more general topic and then progressing to a more focused topic. The first bend of this unit ends with students completing a small book in	“Reading History: The American Revolution” Book 3 begins January 16th		• 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 • Report on a topic or text, telling a story, or recounting an event in an organized, logical manner	
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which each chapter is written as a different genre. In Bend II, students will narrow in on a subtopic while continuing their research. Students will learn to present their information through the use of historical details, text features, and quotations. Bend III takes students to a new level from organizing information to developing their own ideas about the information. The unit culminates with an expert fair, which students			• Present information orally and in coherent, spoken sentences • Use an appropriate pace when presenting • Present and logically support personal opinions	
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share all they have learned about their topic.				
Unit 5 -Literary Essay - Bend III -February 19th - March 30th Students will write compare and contrast essays, noting the different texts' approaches to the same topic.	Historical Fiction Book Clubs- Begins Feb. 26th	Literary Essay - Bend III Historical Fiction Writing	• Speak for a variety of purposes • Distinguish between formal and informal discourse • Adapt speech to a variety of contexts and tasks	
Unit 6 - Realistic Fiction: Book 1 “The Arc of the Story: Writing Realistic Fiction”	Historical Fiction Book Clubs. Complete April 13th (Includes Spring break) “Biography If/ Then”- Begins April 16th	Realistic Fiction: Book 1		
READING RESEARCH (Ocean Road)	“Biography If/ Then” Planning a Summer	READING RESEARCH (Ocean Road)		

BIOGRAPHY INTERVIEWS (Nellie Bennett)	Reading Life	BIOGRAPHY INTERVIEWS (Nellie Bennett)		
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Suggested Open Educational Resources	Character Study: Chapter 6- <i>The Reading Strategies Book</i> Theme: Chapter 7- <i>The Reading Strategies Book</i> Historical Fiction Unit: Chapter 8 and Chapter 13- <i>The Reading Strategies</i>	Launch: Chapter 3 and 6- <i>The Writing Strategies Book</i> - Serravallo Narrative: Chapter 4 and 6- <i>The Writing Strategies Book</i> Literary Analysis: Chapter 10- <i>The Writing Strategies Book</i>		
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Reading	Writing	Speaking and Listening	Language
<u>Primary Focus Standards:</u> 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) • 1 Extended Text • 3-6 shorter texts depending upon length and complexity	Writing Genre: • Opinion Writing • Research • Routine Writing	Task Types: • Small and whole group discussions	These standards are embedded within the writing process

<u>Primary Focus Standards:</u> 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) • 1 Extended Text • 3-6 shorter texts depending upon length and complexity	Writing Genre: • Research/Informative • Routine Writing	Task Type: • Project-based presentations focusing on use of multimedia and visual displays	These standards are embedded within the writing process

<u>Primary Focus Standards:</u> RL.4.1 RI.4. RF.4.3A 1 RL.4.2 RI.4. RF.4.4A,B,C 2 RL.4.3 RL.4.4 RL.4.5 RL.4.6 RL.4.7 RL.4.9	Primary Focus Standards: W.4.3A,B,C,D W.4.4 W.4.5 W.4.6 W.4.9 W.4.10	Primary Focus Standards: SL.4.1A,B,C,D SL.4.2 SL.4.4 SL.4.6	Primary Focus Standards: L.4.1E,F L.4.2C,D L.4.4A,C L.4.5A,B,C L.4.6
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Text Type: (fiction and nonfiction) • 1 - 2 Extended Texts • 4-8 shorter texts depending upon length and complexity	Writing Genre: • Narrative • Literary Analysis • Routine Writing	Task Type: • Present in small groups and to whole class	These standards are embedded within the writing process
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.4.5 RI.4.5 RL.4.6 RI.4.6 RL.4.10 RI.4.10	Primary Focus Standards: W.4.2A,B,C,D,E W.4.4 W.4.5 W.4.6 W.4.10 Select at least one from W.4.7, W.4.8, W.4.9	Primary Focus Standards: SL.4.1A,B,C,D SL.4.2 SL.4.5 SL.4.6	Primary Focus Standards: L.4.1G L.4.2D L.4.4A,B,C L.4.6
Text Type: (fiction and nonfiction) • 1 Extended Text • 3-6 shorter texts depending upon length and complexity	Writing Genre: • Research • Informative and Explanatory • Routine Writing	Task type: • Debates • Present in small groups and to whole class	These standards are embedded within the writing process
Reading • <u>North Carolina-4th Gr. ELA Unpacking the Standards</u> • <u>PARCC Evidence Tables</u> • <u>Point of View Video</u> • <u>Main Idea Practice</u> • <u>Inference Practice</u> • <u>Read Aloud Strategy</u> • Circle Plot Diagram	Writing/Language • <u>Brainstorm before Writing</u> • <u>Conferencing Video</u> • <u>Narrative Lessons</u> • <u>Compare/Contrast Map</u> • <u>Essay Map</u> • <u>Implementing the Writing Process</u> • Mini Lessons	Speaking & Listening • <u>Collaborative Discussions Video</u> • <u>Notes for Discussions Video</u> • <u>Text Talk Time</u> • <u>Literature Circles</u> • <u>Speaking and Listening Rubric</u> • <u>In Character Presentation</u> • Crafting a Persuasive Speech	Critical Thinking • <u>Current Event Lessons</u> • <u>Smithsonian Tween Tribune</u> • <u>Newsela Critical Thinking Handbook</u> • <u>Critical Thinking Lessons in Literacy</u> • <u>Whole Brain Teaching Video</u>

• <u>Fluency Packet</u>	• <u>Writing Samples</u> • <u>Graphic Organizers</u> • <u>Vocabulary</u> • <u>Context Clues</u> • <u>Word Usage</u> • <u>Grammar and Usage</u> • <u>Spelling practice</u> • <u>Various ELA Practices</u> • <u>Word Relationships</u> • <u>Grammar Practice</u> • More Grammar Practice	• <u>New Report</u>	• <u>Critical Thinking Lesson Plans</u>
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