

Reading Grade 4 Trimester 1

Content Area: **ELA**
Course(s): **ELA Grade 1**
Time Period: **MP1**
Length: **45**
Status: **Published**

NJSLS ELA

ELA.L.RF.4.4.A	Read grade-level text with purpose and understanding.
ELA.L.RF.4.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
ELA.L.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
ELA.L.KL.4.1.A	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
ELA.L.VL.4.2.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
ELA.L.VL.4.2.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 key words and phrases.
ELA.L.VI.4.3.D	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
ELA.RL.CR.4.1	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
ELA.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 that draws on textual evidence.
ELA.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 happened and why, based on evidence in the text.
ELA.SL.PE.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
ELA.SL.PE.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.

Rationale and Transfer Goals

SL.PE.4.1: B & SL.PE.4.1: A

Rationale: This standard emphasizes the importance of effective communication, a crucial skill for academic and social success. By engaging in collaborative discussions, students develop their ability to express ideas clearly, listen to others, and build on the contributions of their peers.

Transfer Goals: Students will be able to engage in meaningful discussions, both in academic settings and in everyday life, using their communication skills to express their thoughts, listen actively, and collaborate effectively with others.

L.RF.4.4: A-C

Rationale: This standard addresses the need for fluency in reading, which includes accuracy, appropriate pacing, and expression. Fluency is critical for overall reading comprehension and enjoyment.

Transfer Goals: Students will be able to read grade-level texts fluently and with comprehension, enabling them to access and engage with a wide range of texts for both academic purposes and personal enjoyment.

L.KL.4.1: A, L.VL.4.2: A, L.VL.4.2 C, L.VI.4.3: D

Rationale: Vocabulary acquisition and use are critical for reading comprehension and effective communication. This standard emphasizes strategies for determining the meaning of unknown words and phrases. **Transfer Goals:** Students will be able to use context clues and other strategies (synonyms, antonyms, thesaurus, and dictionary) to determine the meanings of unfamiliar words and phrases, thereby expanding their vocabulary and improving their comprehension and communication skills.

RL.CR.4.1

Rationale: This standard focuses on developing students' abilities to refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences. This skill is fundamental to reading comprehension and critical thinking.

Transfer Goals: Students will be able to use textual evidence to support their understanding and interpretations of texts across various genres, enhancing their ability to think critically and analytically about what they read.

RI.CR.4.1

Rationale: Understanding and interpreting informational texts are essential skills for academic success and informed citizenship. This standard emphasizes the importance of citing specific evidence from the text to support analysis and inferences.

Transfer Goals: Students will be able to analyze and interpret informational texts by citing specific evidence, allowing them to comprehend and evaluate complex information in academic and real-world contexts.

RL.IT.4.3

Rationale: Understanding the characters, settings, and plots of stories is an important analytical skill that helps students understand literature more deeply. This standard encourages higher-level thinking and comprehension.

Transfer Goals: Students will be able to analyze the characters, settings, and plots of various stories, enabling them to appreciate literary elements and deepen their understanding of different texts.

RI.IT.4.3

Rationale: This standard highlights the ability to explain relationships or interactions between individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. This is crucial for understanding complex informational texts.

Transfer Goals: Students will be able to analyze and explain relationships or interactions in informational texts, aiding their comprehension and ability to convey complex ideas clearly and accurately.

Enduring Understandings

Speaking and Listening:

- Effective communication involves active listening and clear expression of ideas.
- Collaborative discussions enhance understanding through diverse perspectives and respectful dialogue.
- Presenting ideas clearly and logically is key to effective communication.
- Using appropriate facts and descriptive details enhances presentations and supports arguments.

Language: Foundational Skills

- Accurate and fluent reading supports overall comprehension.
- Decoding skills and word recognition strategies are essential for reading proficiency.
- Developing reading fluency allows for better engagement with texts.

Language: Vocabulary Acquisition and Use

- Acquiring and using a rich vocabulary supports understanding and expression.
- Understanding word relationships and nuances in word meanings aids in comprehension and communication.

Reading Literature: 4.1 & 4.3

- Understanding the structure and elements of a story, including characters, settings, and plots, deepens comprehension.

Reading Informational Text: 4.1 & 4.3

- Identifying the main idea and supporting details is crucial for comprehension of informational texts.

Essential Questions

How can I effectively engage in collaborative discussions with diverse partners on grade-level topics and texts, building on others' ideas and expressing my own clearly?

How can I use details and examples from the text to explain what the text says explicitly and to draw

inferences?

How can I determine the main idea of a text and explain how it is supported by key details?

How can I read with sufficient accuracy and fluency to support comprehension?

How can I determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content?

How can I describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text?

How can I 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?

Content, Learning Targets, and Activities

1st Trimester																	
Mo nth	W e e k	Stan dards	Poss ible Lear ning Targ ets to be used thro ugho ut the week	Them e of the week/ Week ly Stud ent-Cen tered Activi ties	F&P Res ources	<u>Other Resources</u>	Asses sment	M o n t h	W e e k s	Sta ndards	Pos sible Lea rnin g Tar get s to be use	Sug ges ted Stu den t Cen tere d Acti vity	F& P Res ources	Oth er Res ources	Ass ess men t (best to do before activity)		

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2	<p>Vocabulary L.KL. 4.1:A (Come back to standards throughout trimester)</p> <ul style="list-style-type: none"> Acquire and use accurately grade-appropriate general academic words Acquire and use domain-specific words and phrases <p>L.VL. 4.2:A</p> <ul style="list-style-type: none"> Identify definitions within the text to 	<p>I can use context clues to infer the meanings of new words. I can explain in the meaning of grade-level vocabulary in my own words. I can recognize and use newly learned vocabulary words.</p> <p>I can use general academic words accurately when partic</p>	<p>Suggested Theme - Alcatraz</p> <p>- Visualizing: Provide students with a descriptive passage from the text and ask them to create a visual representation of the unknown vocabulary word.</p> <p>- Vocabulary Matching: Give each pair a set of vocabulary words and definitions related to the text. Have them match the words</p>	<p>Reading Mini Lesson Book: Section 3 Umbrella 2</p> <p>NEWSLA Alcatraz</p> <p>Growing Up on Alcatraz</p> <p>Escape from Alcatraz</p> <p>Virtual Tour of Alcatraz</p> <p>Historical Fiction Al Capone Does My Shirts by Gennifer Choldenko</p> <p>Context Clues Task Cards</p>	<p>Freckle Alcatraz Vocabulary Assessment</p> <p>Daily check for understanding -short sentences or paragraphs and students will find out the definition of an underlined word.</p> <p>- example</p>	
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3	<p>New Focus RI.C R.4.1</p> <p>Text evidence/inference</p> <p>Informational text</p> <p>also use SL.P E.4.1 A L.RF. 4.4: A-C L.KL. 4.1:A L.VL. 4.2:A for independent/reading groups in the first trimester</p>	<p>I can identify and refer to details and examples in textual evidence. I can explain what an informational text says explicitly. I can make relevant connections when drawing inferences.</p>	<p>Suggested Theme - Whales</p> <p>Activities</p> <ul style="list-style-type: none"> - Interactive Read-alouds - Think -Pair-Share -Read a short informational article and highlight or underline the key facts and details. - Create a list of the most important facts and details from the text. -After reading a passage, answer questions 	<p>From IRA The Boy and the Whale Symphony of Whales Face-to-Face with Whales From GR Drones and Whales: Collecting Snot at Sea</p>	<p>Low-Level Decodable The Whale</p> <p>Higher Level Decodable The Humpback Whale</p> <p>Whale Books on Get Epic!</p> <p>Whale Facts for Kids</p> <p>Whale article NEWSLA</p> <p>Whale article 2 NEWSLA</p> <p>Whale article 3 NEWSLA</p>	<p>Daily Check For Understanding Examples</p> <ul style="list-style-type: none"> -Read a short informational article and highlight or underline the key facts and details. - Create a list of the most important facts and details from the text. -After reading a passage, answer questions that ask for specific evidence from the text. <p>Longer Assessment Freckle Whale Passage Assessment</p>																						
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**R.I.C
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I can explain the events of a historical, scientific, or technical text I can explain in what happened in a historical, scientific, or technical text I can explain why an event occurred in a historical, scientific, or technical text I can cite evidence supporting the what and why

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- Interactive Read-alouds
- Think-Pair-Share
- Picture Prompts: Show students a series of images or visuals related to the lesson topic and ask them to discuss what they see, make predictions, or generate questions based on the

From IRA La Mariposa Jalapeno Bagels The Upside Down Boy GR Bags Full of Ashes: A Folktale from Mexico Growing Up in the Amazon/Village on Stilts A Time to Remember

[NEWSELA Day of the Dead](#)

[Hispanic Heritage Virtual Library](#)

[Day of the Dead Infographic from Storyworks](#)

Daily Check for Understanding Read small passages and explain the events of an informative text. Explain why an event occurred using evidence from the passage.

[Freckle Passage Assessment Day of the Dead](#)

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3	RL.IT.4.3	I can explain how a character's choices influence the text's plot. I can explain how and why a character changes throughout the story. I can describe the setting of a story and explain how it influences the plot and characters. I can explain how a significant event changes the	<p>Suggested Theme - Native American Heritage Month</p> <p>- Assignment</p> <p>Students to read a section of the story independently or in small groups. Provide sticky notes or index cards for them to jot down observations about:</p> <p>- Character choices and their impact on the plot.</p> <p>- Character</p>	<p>IRA Buffalo Bird Girl</p> <p>From GR The Boy Who Lived with Bears: A Native American Tale</p> <p>Reading Mini Lessons: Section 2 Umbrella 26 & 27</p>	<p>Storyworks - Fancy Dancer</p> <p>https://storyworks.schoolastic.com/pages/collections/celebrating-native-american-heritage.html</p>	<p>Daily Check for Understanding</p> <p>Assessment for RL.IT.4.3 Use Freckle Targeted Practice for RL.4.3</p> <p>Cognitively Complex Task: Create a story, changing one element of the original story, the characters, setting, or an event, and providing details showing how the chosen element shapes the plot of the text.</p>																
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Assessments

See the content above in the Assessment column.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
Refer to details and examples as textual evidence when explaining what an informational text or literature says explicitly and make relevant connections when drawing inferences from the text.	<ul style="list-style-type: none">○ Ask questions to demonstrate understanding of a text○ Answer questions to demonstrate understanding of a text○ Make relevant connections to demonstrate understanding of a text○ Refer explicitly to textual evidence	<ul style="list-style-type: none">● Read Alouds: Use engaging informational texts. Model how to identify key details and examples.● Guided Practice: Have students work in pairs or small groups to identify details and examples in a short, simple text.● Anchor Charts: Create visual aids that outline steps for finding textual evidence and making inferences.● Writing Responses: Have students write short responses to questions that require them to use textual evidence.● Text-Dependent Questions: Pose more complex questions that require deep thinking and multiple pieces of evidence to answer.

<p>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 happened and why, based on evidence in the text.</p>	<ul style="list-style-type: none"> ○ Describe the relationship between a series of historical events ○ Describe the relationship between scientific ideas or concepts ○ Describe the relationship between steps in a technical procedures ○ Use language that pertains to time and sequence ○ Use language that pertains to cause and effect 	<ul style="list-style-type: none"> ● Read Alouds: Use age-appropriate historical or scientific texts. Discuss key individuals and events and their immediate impacts. ● Guided Practice: Work as a class to identify and discuss the importance of specific individuals and events in short texts. ● Anchor Charts: Create visual aids showing steps for identifying impacts and explaining events. ● Text Annotation: Teach students to highlight or underline key events and individuals and their impacts. ● Independent Research Projects: Assign projects where students must independently research and explain the impact of significant individuals or events in history or science.
<p>Describe the impact of individuals and events throughout a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.</p>	<ul style="list-style-type: none"> ○ Describe a character's traits ○ Describe a character's 	<ul style="list-style-type: none"> ● Read Alouds: Use engaging, grade-appropriate texts. Discuss the main characters, settings, and

	<p>motivation</p> <ul style="list-style-type: none"> ○ Describe a character's feelings ○ Explain how a character's traits, motivation, and feelings contribute to the plot ○ Identify a setting ○ Identify a story's events 	<p>events and their immediate impacts.</p> <ul style="list-style-type: none"> ● Guided Practice: Work as a class to identify key individuals, events, and their impacts in short, simple texts. ● Anchor Charts: Create visual aids that outline steps for analyzing characters, settings, and events, and finding textual evidence. ● Close Reading: Engage in multiple readings of a text, each time focusing on different aspects of characters, settings, or events.
<p>Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p>	<p>Introduce the concept of referencing previously read texts and known information to discuss ideas.</p>	<ul style="list-style-type: none"> ● Modeling: Demonstrate how to refer to previous texts during class discussions. Show examples of how to integrate known information with new ideas. ● Read Alouds: Use engaging texts and pause to make connections to previously read material. ● Think-Alouds: Model thinking aloud to connect new information with prior knowledge or

		previously read texts.
<p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Introduce the basic skills of purposeful reading, accurate oral reading, and using context for word recognition.</p>	<p>-Purposeful Reading: Discuss the purpose of reading different texts (e.g., to inform, entertain, or persuade). Use graphic organizers to identify the purpose of various texts.</p> <p>-Model Reading: Read aloud to the class, modeling accuracy, rate, and expression. Discuss what makes an effective oral reading.</p> <p>-Context Clues: Teach students how to use context clues to determine the meaning of unknown words. Use think-alouds to model this strategy.</p> <p>-Independent Reading: Provide time for independent reading where students select texts with a clear purpose. Have students reflect on their reading purpose in journals.</p>
<p>Identify definitions within the text to figure out a word's meaning.</p> <p>Look for examples used to explain a new word.</p> <p>Consider rephrased words or phrases (restatements) to grasp the meaning.</p>	<p>Introduce the concept of using text-based clues (definitions, examples, restatements) to determine word meanings.</p>	<ul style="list-style-type: none"> • Context Clues Introduction: Explain different types of context clues: definitions, examples, and restatements. • Anchor Charts: Create visual aids that define and provide examples of each type of context clue. • Modeling: Read aloud and model how to identify

		<p>context clues within the text to determine the meaning of unfamiliar words.</p>
<p>Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<p>Introduce the concept of discussion rules and roles.</p>	<ul style="list-style-type: none"> • Class Discussion Guidelines: Create a set of classroom discussion rules collaboratively with students, such as taking turns speaking, listening respectfully, and staying on topic. Display these rules prominently in the classroom. • Role Descriptions: Explain different discussion roles (e.g., facilitator, recorder, timekeeper, summarizer) and their responsibilities. • Modeling: Demonstrate a discussion with a small group of students, modeling how to follow rules and carry out roles. • Discussion Prompts: Use specific prompts to encourage students to follow rules and carry out roles, such as "Let's hear from our summarizer" or "Remember to raise your hand before speaking."

<p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>Introduce the basic concepts of antonyms and synonyms.</p>	<ul style="list-style-type: none"> • Word Pairs: Introduce simple word pairs (e.g., hot/cold for antonyms, big/large for synonyms). • Anchor Charts: Create visual aids that define antonyms and synonyms with examples. • Guided Practice: Use interactive activities like matching games or flashcards to identify antonyms and synonyms. • Story Rewriting: Have students rewrite short stories or paragraphs, substituting synonyms and antonyms to change the tone or meaning.
<p>Acquire and use accurately grade-appropriate general academic words</p> <p>Acquire and use domain-specific words and phrases</p>	<p>Introduce the concept of general academic and domain-specific vocabulary.</p>	<ul style="list-style-type: none"> • Vocabulary Lists: Introduce students to lists of grade-appropriate general academic words and domain-specific terms. • Contextual Learning: Use read-alouds and classroom texts to highlight new vocabulary words in context. Discuss meanings and usage. • Anchor Charts: Create visual aids

		<p>that define and provide examples of general academic and domain-specific vocabulary.</p> <ul style="list-style-type: none"> • Vocabulary Journals: Have students maintain journals where they record new words, definitions, and example sentences. • Daily Vocabulary Practice: Incorporate daily vocabulary activities, such as word of the day, to continuously expose students to new words.
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Career Awareness, Exploration, Preparation, and Training

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Life Literacies & Key Skills

TECH.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).
TECH.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).
TECH.9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
TECH.9.4.5.TL.1	Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
TECH.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).
TECH.9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

Interdisciplinary Connections

SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SCI.4-LS1-1	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
SOC.6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
SOC.6.1.5.HistoryCC.6	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.