Reading Grade 4 Trimester 2

Content Area: **ELA**

Course(s): **ELA Grade 1**

Time Period: MP1 Length: 45

Status: Published

NJSLS ELA

ELA.L.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
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.KL.4.1.B	Choose words and phrases to convey ideas precisely.
ELA.L.VL.4.2.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
ELA.L.VI.4.3.A	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
ELA.RL.CI.4.2	Summarize a literary text and interpret the author's theme citing key details from the text.
ELA.RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
ELA.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.
ELA.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.
ELA.SL.PE.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
ELA.SL.II.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
ELA.SL.ES.4.3	Identify the reasons and evidence a speaker provides to support particular points.

Rationale and Transfer Goals

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.

SL.PE.4.1: C

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.

RL,CI.4.2

Rationale: Understanding how to determine a theme of a story, drama, or poem from details in the text helps students grasp the deeper meanings and messages conveyed by the author. This standard encourages critical thinking and interpretation.

Transfer Goals: Students will be able to identify and articulate the themes in various literary works, enhancing their ability to appreciate literature and apply its lessons to their own lives.

RI.CI.4.2

Rationale: Determining the main idea of a text and explaining how it is supported by key details is essential for comprehending and analyzing informational texts. This skill is fundamental for academic success across subjects.

Transfer Goals: Students will be able to identify the main ideas and key details in informational texts, enabling them to summarize and analyze complex information effectively.

RL.TS.4.4

Rationale: Understanding the structural elements of poems, prose, and drama aids in comprehension and appreciation of different literary forms. This standard emphasizes recognizing and interpreting various literary structures.

Transfer Goals: Students will be able to analyze and interpret the structural elements of different literary forms, enhancing their ability to understand and enjoy diverse types of literature.

RI.TS.4.4

Rationale: Describing the overall structure of events, ideas, concepts, or information in a text is crucial for understanding how authors organize and present information. This skill helps students better comprehend and analyze texts.

Transfer Goals: Students will be able to describe and analyze the structure of informational texts, aiding their comprehension and ability to evaluate the effectiveness of an author's organizational choices.

L.KL.4.1: A-B

Rationale: Proficiency in vocabulary enables students to express their ideas more clearly and precisely, enhancing their overall communication skills. The ability to choose precise words and phrases empowers students to communicate their thoughts, feelings, and ideas effectively.

Transfer Goals: Students will be able to choose and use precise words and phrases to convey their ideas effectively in writing and speaking. They will understand how the choice of words impacts the clarity and effectiveness of their communication, and they will be able to adjust their language to suit different audiences and purposes.

L.VL.4.2: B

Rationale: Greek and Latin affixes and roots form the foundation of a significant portion of the English language, particularly in academic and technical vocabulary. By learning these building blocks, students can enhance their ability to decipher unfamiliar words, thereby improving their reading comprehension and expanding their vocabulary. Knowledge of affixes and roots empowers students to make educated guesses about the meanings of new words, making them more independent and confident readers and learners.

Transfer Goals: Students will use their knowledge of word parts to enhance their comprehension of complex texts. They will be able to break down challenging words into manageable components, leading to a deeper understanding of the material they read.

L.VI.4.3: A

Rationale: A strong grasp of figurative language is essential for deep comprehension and effective communication. Figurative language enriches texts and allows for more expressive and vivid descriptions, enhancing the reader's engagement and imagination.

Transfer Goals: Students will be able to independently identify and interpret various types of figurative language. This skill will enhance their ability to appreciate and understand the deeper meanings and artistic qualities of literary works.

SL.ES.4.3

Rationale: Identifying the reasons and evidence a speaker provides to support particular points is a critical listening and analytical skill. This ability helps students to understand the structure and strength of arguments, enhancing their critical thinking and comprehension. It enables them to discern between well-supported claims and unsupported opinions. Mastery of this skill is essential for academic success, as it applies to various subjects, including language arts, social studies, and science.

Transfer Goals: Students will cultivate a habit of critically evaluating the information they hear, a practice that will serve them throughout their lives. They will be equipped to navigate an information-rich world with discernment, making informed decisions based on sound reasoning and evidence.

Enduring Understandings

Listening and Speaking

- Students will understand that asking and answering questions helps clarify understanding and enhances learning.
- Students will learn that paraphrasing information demonstrates comprehension, helps retain information, and communicate effectively with others.
- Students will develop the ability to identify reasons and evidence that a speaker uses to support their points this is crucial for critical thinking and informed decision-making.

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.

Reading Domain

- Students will understand that stories, dramas, and poems have underlying themes that can be identified through careful analysis of details in the text. They will recognize that summarizing helps them grasp the essence of a text and communicate its main ideas concisely.
- Students will understand that informational texts are structured around central ideas that are supported by key details. They will learn that summarizing helps them distill the essential information and present it clearly, enhancing their comprehension and communication skills.
- Students will understand that literature can be categorized into different genres, each with its unique characteristics and structures. They will recognize that poems, drama, and prose serve different purposes and convey meaning in distinct ways.
- Students will understand that informational texts are organized using various structures such as chronology, comparison, cause/effect, and problem/solution. Recognizing these structures helps students to better comprehend and retain information.

Essential Questions

- How can I paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally?
- How can I effectively engage in collaborative discussions with diverse partners on grade 4 topics and texts, building on others' ideas and expressing my own clearly?
- How can I understand the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes?
- How can I read with sufficient accuracy and fluency to support comprehension?

- How can I determine the main idea and key details and use those details to summarize an informational text?
- How can I determine a literary text's themes by identifying key events?
- How can I tell the difference between different fiction genres?
- How can I identify the organizational structure of an informational text?

Content, Learning Targets, and Activities

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	New		main ideas on some cards and corres pondin g details on others. Studen ts match the main idea cards with the correct detail cards. This can be done individ ually, in pairs, or small groups										
3	Vocab ulary L.KL.4 .2:B (Come back to standa rd throug hout trimes ter) Break	wordI can use commo n Latin roots as clues to	sted Theme Vanish ing Cultur es Activiti es Interac tive Read Alouds Studen ts will stop and jot down the import ant	hing Cultu res Text Serie s Saha ra Himal aya Amaz on Basin Froze n Land Far	Sum mary chec klist Sum mary	a short text - Create a list of the import ant details from							

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L.KL.4 .1:B Choos e words and phras es to conve y ideas precis ely Contin ue Readi ng RL.Cl. 4.2 (Sum mary)	read aloudI can choose words and phrases to convey ideas	-After readin g a story or passa ge, studen ts fill out the SWBS T organi zer:	ia McKi ssack RML SAS. U5 RML	ssac k	Daily Check for Under standi ng -Write a quick summ ary of the text - paraph rase text read							

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			key points depict ed Studen ts create a storyb oard for a story or passa ge, with each panel representing a key event. After completing the storyb oard, they write a summ ary based on the panels										
3	Readi ng RL.Cl. 4.2. (them e)	eI can distingu ish betwee n the theme of a text	Theme - Martin Luther King Jr. Day/ Civil Rights - Create an anchor chart with the class that include	Coop er Illustr ator Study F&P Mini Less on Book RML 4 LA.U 8 RML LA.U 9	s Dr. King is My Gran dpa I Have a Drea m Hung ry for	Check for Under standing -At the end of a reading lesson, give students a slip of paper							

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			theme. Discus s their choice s as a classHave studen ts listen to variou s kid-friendl y songs and identify the theme	ID A									
4 (Readi ng RL.CI. 4.2. (them e contin ued)	-I can explain how specific passag es and details in the text contribu te to the overall themeI can analyze how the author develop s the through the charact ers' actions, dialogu e, and eventsI can write a well-organiz ed paragra ph or essay that interpre ts the theme of a	Aloud/ Think Aloud modeli ng the proces s of determ ining a theme -In groups , studen ts read a short story or	e Wife Guid ed Read ing Set The Talki ng Bird: A Tale From Chin a The Fools of Chel m Fish	More The me Reso urces								

			text, support ed by key details and evidenc e from the text.	was	Folkt ale From Mexi co The Magi		Compl ex Cogniti ve Target - Comp are and contra st the theme s of two literary texts in a written respon se. Suppo rt the answe r with multipl e key details from both texts.							
Feb ruar y	1	ng and Speaki ng focus for the month SL.ES. 4.3 Identif y the reaso ns and eviden ce a speak er	speaker gives to support a particul ar point -Identify the evidenc	sted Theme - Sharks Activiti es - During read- aloud sessio ns, pause to discus s the text	F&P Mini Less on Book RML LA.U 16. RML 1-6	Don't Pet This Shar k Sum mer of	Daily Check for Under standi ng - identify the text structu re of a text or a paragr aph							

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2	ng	-I can explain why an author might choose a particul ar text structur e to organiz e their informat ionExplain how the author's chosen structur e helps them present informat ion clearly and effectiv elyI can use my underst anding of text structur e to compre hend and remem ber the informat ion in a text.	assign ed a differe nt text structu re. Each group reads their passa ge and becom es "expert s" on that structu re. They then teach the rest of the class about	Less on Book RML LA.U 16. RML 1-6	work s A Wildfi re Chan ged My Life The Fasci natin g	Comp are and contra st the organi zation al structu re of an inform ational text. Use specifi							

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			ts writing prompt s that require them to use differe nt text structu res. For examp le, they might write a seque nce of events ,										
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3	n the major differe nces betwe en poems , drama (plays) , and prose (writte n text like storie s and article s).	structur al element s of poems. (Stanza s, Lines, Verse, Rhythm , Meter) -Explain the major differen ces betwee n poems, drama, and prose using	sted Theme - Poetry - Black History Month - Black Poets Activiti es -As a class, create an anchor chart that lists and define s differe nt poetry eleme nts	IRA - Crow n: An Ode to a Fresh Cut - Uncle Jed's Barb ersho p - Farm er Will Allen and the Grow ing Table F&P Mini	DEI Black Histo ry Mont h	Explai n the differe nces betwe							

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metap hors, allitera tion) in a selecti on of poems . They mark their finding s on a checkli st and share them with the class Studen ts can illustrat e differe nt similes and metap hors. Studen ts can share their illustrat ions and use them to
explain the

4	differe nces betwe en poems , drama (plays) , and prose (writte n text like storie s and article s). • drama (casts, settin gs, dialog ue, stage directi ons) when writin g or speaki ng	structur al element s of drama. (Cast of charact ers, Settings, Dialogu e, Stage directions) -Explain the major differen ces betwee n poems, drama, and prose using the structur al element s of the genre when writing or speakin	Greek Mythol ogy - Drama - Studen ts can partici pate in Reade r's Theate		Story work s The Might Y Herc ules King Mida s The Reve nge of the Snak e- Haire d Mons ter The Curs e of Wint er	Daily Check for Under standing - Identify elements of drama - Explain the differences between drama and other genres - Freckle Target ed Assignment for RL4.5 - Identify and explain the major differences between structural elements Compared and contrast the structural elements of a poem/ drama to a														
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		literary text. Suppo rt your answe r with details from the text.					
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Assessments
See the Assessment column in the content, learning targets, and activities section.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity	
Summarize a literary text and interpret the author's theme citing key details from the text.	Recount in oral and written form key details from a text and explain how they support the theme	 Definition of Summarizing and Theme: Explain what summarizing and theme mean. Summarizing involves stating the main points of the text concisely, while the theme is the central idea or message of the story. Modeling: Read a short literary text aloud and model how to summarize it and identify its theme. Discuss key details that 	

		support the theme. • Anchor Charts: Create visual aids that outline steps for summarizing a text and identifying its theme, with examples. • Independent Reading Projects: Assign independent reading projects where students summarize a chosen text and analyze its theme, citing key details to support their interpretation.
Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.	Introduce the basic skills of summarizing informational texts and identifying the author's purpose or main idea.	• Modeling: Read a short informational text aloud and model how to summarize it and identify the author's purpose or main idea. Highlight key details that support the main idea. • Anchor Charts: Create visual aids that outline steps for summarizing informational texts and identifying the main idea or author's purpose, with examples. • Main Idea Practice: Assign passages where students practice summarizing and then identify the author's purpose, using a checklist

		of key elements (main idea, supporting details). • Author's Purpose Exploration: Provide texts with different purposes (e.g., to inform, persuade, entertain) and have students analyze how the purpose influences the text's content and structure.
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.	Introduce the basic concepts of poems, drama, and prose, and their structural elements.	• Structural Elements Introduction: Explain key structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions). • Modeling: Read examples of poems, drama, and prose aloud. Highlight and discuss their structural elements. • Guided Practice: Work with students in small groups to identify and discuss the structural elements in different poems, drama, and prose texts. Provide immediate feedback. • Graphic

		Organizara II.a
		Organizers: Use comparison charts and Venn diagrams to help students identify and contrast the structural elements of poems, drama, and prose. • Writing Assignments: Have students write their own poems, short dramas, and prose pieces, incorporating the structural elements they've learned.
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.	Introduce the basic types of text structures: chronology, comparison, cause/effect, and problem/solution.	Definition and Examples: Define each text structure with clear, simple explanations. Provide examples of texts that use each structure. Modeling: Read examples of texts using different structures. Highlight and discuss how the structure organizes the information. Anchor Charts: Create visual aids outlining the characteristics of each text structure with examples. Text Structure Practice: Assign texts that exemplify each structure. Have students practice identifying and describing the

		structure in their
		reading.
		• Close Reading:
		Engage in close
		reading of longer
		or more complex
		texts. Have
		students identify
		the structure and
		analyze how it
		helps to organize
		and convey the
		information.
		Comparative
		Analysis: Provide
		texts with different
		structures on
		similar topics.
		Have students
		compare how each
		structure affects
		the presentation of
		information.
		• Modeling: Read
		examples of texts
		with similes and
		metaphors aloud.
		Highlight and
		discuss the
		figurative
		language used.
		• Anchor Charts:
		Create visual aids
Demonstrate understanding of figurative language,		that define and
simple similes, and metaphors.	Introduce the concepts of	provide examples
	figurative language,	of figurative
	similes, and metaphors.	language, similes,
	1	and metaphors.
		• Interactive Read-
		Alouds: Read
		aloud texts that
		include similes and
		metaphors. Pause to discuss and
		analyze the
		figurative
		language.
		• Figurative
		Language
		Language

	Practice: Provide texts with multiple examples of figurative language. Have students identify and interpret the meaning of each example.

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.

Life Literacies & Key Skills

TECH.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).
TECH.9.4.5.Cl.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.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).
TECH.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).
TECH.9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.

Interdisciplinary Connections

SOC.6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
SOC.6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsHR.1	Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
SOC.6.1.5.CivicsHR.2	Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
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.
SOC.6.1.5.GeoGl.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
SOC.6.1.5.GeoGl.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
SOC.6.1.5.EconET.1	Identify positive and negative incentives that influence the decisions people make.
SCI.4.LS1.A	Structure and Function
SCI.4-LS1-2	Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
SCI.4-ESS1	Earth's Place in the Universe
SCI.4.ESS2.E	Biogeology
SOC.6.1.5.HistoryCC.14	Compare the practice of slavery and indentured servitude in Colonial labor systems.
SCI.4.ESS2.B	Plate Tectonics and Large-Scale System Interactions

SCI.4-ESS3-1	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
SCI.4.ESS3.B	Natural Hazards
SCI.4.ETS1.B	Developing Possible Solutions