

# ELA Template

Content Area: **Math**  
 Course(s):  
 Time Period: **MP1**  
 Length: **45**  
 Status: **Published**

## NJSLS ELA

### Correlating SLOs

1st Trimester		Month	Standards	Learning Targets
<b>September</b>	<a href="#">SL.PE.4.1: A</a>			<ul style="list-style-type: none"> <li>• Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</li> </ul>
	<a href="#">RL.CR.4.1</a>			<ul style="list-style-type: none"> <li>• Identify textual evidence (details and examples) that directly support what the literary text says explicitly.</li> <li>• Explain the meaning of the literary text by using textual evidence to support my understanding.</li> <li>• Draw inferences about the text by making connections between ideas and information that are not directly stated.</li> <li>• Justify my inferences by explaining how they are based on evidence from the text.</li> </ul>
	<a href="#">RI.CR.4.1</a>			<ul style="list-style-type: none"> <li>• Identify key facts and details from the informational text to support what it explicitly states.</li> <li>• Explain the main ideas of the informational text using examples and evidence from the text itself.</li> <li>• Infer new information by making connections and drawing conclusions beyond the text.</li> <li>• Justify my inferences by citing specific details and evidence from the informational text.</li> </ul>
	L.RF.4.4: A-C			<ul style="list-style-type: none"> <li>• Read grade-level text with purpose and understanding.</li> <li>• Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>

<b>October</b>	<a href="#">SL.PE.4.1: A</a>	<ul style="list-style-type: none"> <li>• Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</li> </ul>
	<a href="#">RL.CR.4.1</a>	<ul style="list-style-type: none"> <li>• Identify textual evidence (details and examples) that directly support what the literary text says explicitly.</li> <li>• Explain the meaning of the literary text by using textual evidence to support my understanding.</li> <li>• Draw inferences about the text by making connections between ideas and information that are not directly stated.</li> <li>• Justify my inferences by explaining how they are based on evidence from the text.</li> </ul>
	<a href="#">RI.CR.4.1</a>	<ul style="list-style-type: none"> <li>• Identify key facts and details from the informational text to support what it explicitly states.</li> <li>• Explain the main ideas of the informational text using examples and evidence from the text itself.</li> <li>• Infer new information by making connections and drawing conclusions beyond the text.</li> <li>• Justify my inferences by citing specific details and evidence from the informational text.</li> </ul>
	L.RF.4.4: A-C	<ul style="list-style-type: none"> <li>• Read grade-level text with purpose and understanding.</li> <li>• Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
	L.K.L.4.1: A	<ul style="list-style-type: none"> <li>• Acquire and use accurately grade-appropriate general academic words</li> <li>• Acquire and use domain-specific words and phrases</li> </ul>
	L.VL.4.2: A	<ul style="list-style-type: none"> <li>• Identify definitions within the text to figure out a word's meaning.</li> <li>• Look for examples used to explain a new word.</li> <li>• Consider rephrased words or phrases (restatements) to grasp the meaning.</li> </ul>
<b>November</b>	<a href="#">SL.PE.4.1: B</a>	<ul style="list-style-type: none"> <li>• Follow agreed-upon rules for discussions and carry out assigned roles.</li> </ul>
	<a href="#">RL.IT.4.3</a>	<ul style="list-style-type: none"> <li>• Closely examine the development of a character, the details of a setting, or the significance of an event in a text.</li> <li>• Explain how the chosen element from target 1 (character, event, or setting) shapes the plot of the text. Use textual evidence to support your analysis.</li> </ul>

<a href="#">RI.IT.4.3</a>	<ul style="list-style-type: none"> <li>• Explain how individuals and events throughout a historical, scientific, or technical text influence each other. Use evidence from the text to identify the causes of events and the effects of individuals' actions.</li> <li>• Clearly explain events, procedures, ideas, or concepts presented in a historical, scientific, or technical text. Use textual evidence to support your understanding of what happened, why it happened, and the significance of the information.</li> </ul>
L.RF.4.4: A-C	<ul style="list-style-type: none"> <li>• Read grade-level text with purpose and understanding.</li> <li>• Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>
L.KL.4.1: A	<ul style="list-style-type: none"> <li>• Acquire and use accurately grade-appropriate general academic words</li> <li>• Acquire and use domain-specific words and phrases</li> </ul>
L.VL.4.2: C	<ul style="list-style-type: none"> <li>• Find the pronunciation and meaning of words in dictionaries.</li> <li>• Consult glossaries or thesauruses to better understand the exact meaning of important terms.</li> <li>• Utilize both print and digital reference materials (dictionaries, glossaries, thesauruses) for my research.</li> </ul>
<a href="#">L.VI.4.3 D</a>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ul>

## **Rationale, Transfer Goals, and Enduring Understandings**

This is a short narrative paragraph

## **Essential Questions**

<b>Overarching Essential Question</b>	<b>Content-Specific</b>	<b>Skill Specific</b>
	<ul style="list-style-type: none"> <li>• List a few here related to content</li> </ul>	<ul style="list-style-type: none"> <li>• List a few here related to skills</li> </ul>

### Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit

### Bi-Weekly Scope and Sequence

WEEKS	Standards	Reading	Writing	Listening	Speaking	Assessment
1-2 SKILLS						
1-2 RESOURCES						
3-4 SKILLS						

<b>3-4 RESOURCES</b>						
<b>5-6 SKILLS</b>						
<b>5-6 RESOURCES</b>						
<b>7-8 SKILLS</b>						
<b>7-8 RESOURCES</b>						

<b>9-10 SKILLS</b>						
<b>9-10 RESOURCES</b>						

**Career Awareness, Exploration, Preparation, and Training**

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**21st Century Skills**

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**Interdisciplinary Connections**

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