

ELA Template

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

NJSLS ELA

Correlating SLOs

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

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

RI.IT.4.3	<ul style="list-style-type: none"> • 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. • 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.
L.RF.4.4: A-C	<ul style="list-style-type: none"> • Read grade-level text with purpose and understanding. • Read grade-level text orally with accuracy, appropriate rate, and expression. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.KL.4.1: A	<ul style="list-style-type: none"> • Acquire and use accurately grade-appropriate general academic words • Acquire and use domain-specific words and phrases
L.VL.4.2: C	<ul style="list-style-type: none"> • Find the pronunciation and meaning of words in dictionaries. • Consult glossaries or thesauruses to better understand the exact meaning of important terms. • Utilize both print and digital reference materials (dictionaries, glossaries, thesauruses) for my research.
L.VI.4.3 D	<ul style="list-style-type: none"> • Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Rationale, Transfer Goals, and Enduring Understandings

This is a short narrative paragraph

Essential Questions

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

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						

3-4 RESOURCES						
5-6 SKILLS						
5-6 RESOURCES						
7-8 SKILLS						
7-8 RESOURCES						

9-10 SKILLS						
9-10 RESOURCES						

Career Awareness, Exploration, Preparation, and Training

21st Century Skills

Interdisciplinary Connections
