

ENORTHFIELD COMMUNITY SCHOOL
ENGLISH LANGUAGE ARTS (ELA) CURRICULUM FRAMEWORK
BOE APPROVED AUGUST 2024

Preparing students to meet the demands of college and career and engage as productive American citizens with global responsibilities.

Vision for English Language Arts Education in New Jersey

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills. ● Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

Practices of English Language Arts

Student capacities include:

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.
- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

ELA practices describe the capacities held by students who have progressed through a kindergarten through grade 12 ELA program in NJ including:

- Developing responsibility for learning
- Adapting Communication
- Valuing Evidence in Argumentation
- Building Knowledge
- Leveraging Technology
- Understanding Self and Others

Four Domains:

Language - Foundational Skills: Reading (RF)

K-5 emphasize importance in:

- decoding and encoding words
- analyzing word parts
- reinforcing awareness of segments of sounds in speech and how they link to letters
- develop reading accuracy, fluency, and comprehension
- highlight broad oral language skills

Foundational Skills: Writing (WF)

- System and Structure of Language (SS)
- Knowledge of Language (KL)
- Vocabulary, Acquisition and Use: Literal Meaning (VL)
- Vocabulary Acquisition and Use: Interpretive Meaning (VI)

K-5 emphasize importance in:

- emphasizing sound-letter basics
- advancing letter formation skills and stamina-building
- develop encoding and spelling skills
- using elements of grammar, syntax, and punctuation in sentence composition
- facilitating development of writing skills and habits

Reading - Literary Text

Informational Text

- Close Reading (CR)
- Central Ideas and Themes of Text (CI)
- Interactions among Text Elements (IT)
- Text Structures (TS)
- Perspective and Purpose in Texts (PP)
- Diverse Media and Formats (MF)
- Analysis of an Argument (AA)
- Comparison of Texts (CT)

Writing

- Argumentative Writing (AW)
- Informative and Explanatory Writing (IW)
- Narrative Writing (NW)
- Writing Process (WP)
- Writing Research (WR)
- Sources of Evidence (SE)
- Range of Writing (RW)

Speaking and Listening

- Participate Effectively (PE)
- Integrate Information (II)
- Evaluate Speakers (ES)
- Present Information (PI)
- Use Media (UM)
- Adapt Speech (AS)

Summary of Anchor Statements

Anchor Statements are designed to identify the domain-specific knowledge, skills, and abilities students will acquire throughout a kindergarten through grade twelve education in English language arts necessary for their postsecondary success. Each of the anchor statements nested within the four domains (Language, Reading, Writing, Speaking and Listening) describes the endpoint of a developmental progression that, in concert with the performance expectations at each grade level, outlines the knowledge and skills that students acquire at each grade level and how these concepts build upon each other over time.

READING Anchor Standards and Progress Indicators include:

- Key Ideas and Details
 - Craft and Structure
 - Integration of Knowledge and Ideas
 - Range of Reading and Complexity of Text
- Reading and Foundational Skills

Phonics and Word Recognition (gr K,1,2,3,4,5)

Fluency (gr K,1,2,3,4,5)

WRITING Anchor Standards and Progress Indicators include:

- Text Types and Purposes
- Production and Distribution of Writing
- Research to Build and Present Knowledge
- Range of Writing

SPEAKING AND LISTENING Anchor Standards and Progress Indicators include:

- Comprehension and Collaboration
- Presentation of Knowledge and Ideas

LANGUAGE Anchor Standards and Progress Indicators include:

- Conventions of Standard English
- Knowledge of Language
- Vocabulary Acquisition and Use

Note on range and content of student reading

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined

experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

GRADE : 4

PACING GUIDE:

| | 1st MP | 2nd MP | 3rd MP | 4th MP |
|--|---|--------------------------------|--|---|
| READING, WRITING, SPEAKING/ LISTENING, LANGUAGE | What Makes Us Who We Are Come To Your Senses Rise to the Occasion | Heroic Feats Art Everywhere | Marvels of Nature Tricksters and Tall Tales Food For Thought | Global Guardians Communication Nation |

UNIT 1 - Time Frame : 18 days

Overview: The student will listen to, read, and view a variety of texts and media that present information about identities.

READING - RF 4.3, R. 4.1, R 4.4, RF 4.4, R 4.2, R 4.3, R 4.5, R 4.7

Text Type: Multiple Genres : Informational text, Fantasy, Narrative Poetry, Realistic Fiction, Folktale Foundational:

Decoding:

Short a and Long a, Short e and Long e, Short i and Long i

Spelling:

Short a and Long a, Short e and Long e, Short i and Long i

Fluency:

Accuracy and Self-corrections, Reading Rate, Expression

Vocabulary:

Critical vocabulary, Instructional Vocabulary

Generative Vocabulary:

Prefixes un-, in-, im-, re
Prefixes mis-, pre-, dis
Suffixes -y, -ily
Strategies: Context Clues
Comprehension:
Ask and Answer Questions
Monitor and Clarify
Retell

WRITING - W 4.4, W 4.3, W 4.5, W 4.6, W 4.7, W 4.9

Response to Text:

Write a Story Scene
Write a Welcome Guide
Write a Retelling
Write a Journal Entry

Writing Focus: Narrative:

Plan and Generate Ideas
Organize
Draft
Revise and Edit
Publish and Present

Speaking and Listening - SL 4.1, SL 4.2, SL 4.4, SL 4.3, SL 4.5

Task Focus:

Engage in a Discussion
Work Collaboratively
Research: Generate a Plan

Language - L 4.4, L 4.2, L4.6, L 4.5

Skill Focus: Vocabulary: Critical and Instructional

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

The student can analyze the author's purpose, identify point of view, and recognize figurative language in order to better understand unfamiliar text.

The student can build vocabulary and synthesize topic knowledge to learn that identities are shaped through Experiences, personal interests and passions.

CONTENT:

HMH Module 1 - What Makes Us Who We Are

SKILLS: Decoding, Spelling, Fluency, Vocabulary, Comprehension, Narrative Writing

ASSESSMENTS:

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS:

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 2 - Time Frame : 18 days

Overview: The student will be able to listen to, read, and view a variety of texts and media that present information about the five senses.

READING - RF 4.3, R. 4.1, R 4.4, RF 4.4, R. 4.2, R. 4.3, R. 4.5, R. 4.7, R. 4.9

Text Type: Informational Text: Infographic, Informational Text

Decoding:

Short o and Long o

Syllable Division Patterns: VCCV, VCV, VV

Vowel Sounds : /u/, /yM/, and /M/

Spelling:

Short o and Long o

Homophones

Vowel Sounds: /u/, /yM/, and /M/

Fluency:

Accuracy and Self Corrections

Reading Rate

Expression

Comprehension:

Summarize

Ask and Answer Questions

Visualize

Literary Elements/Author's Purpose and Craft:

Central Idea

Text and Graphic Features

Text Structure

Content- Area Words

Media Techniques

Author's Craft

Figurative Language

WRITING - W. 4.2, W. 4.1, W. 4.3, W. 4.6, W. 4.7, W. 4.8

Response to Text:

Write a Summary

Write a Television Guide

Write a Journal Entry

Write an Informative Paragraph

Writing Focus: Write an Informative Article

Speaking and Listening - SL.4.1, SL 4.2, SL 4.4

Task Focus:

Research : Gather Information
Summarizing and Paraphrasing
Media Literacy: Presentation

Language - L 4.4, L 4.2, L 4.6, L 4.5

Skill Focus:

Academic:
Instructional and Critical Vocabulary
Generative Vocabulary:
Latin root lumin
Suffixes - ness, - ment
Suffixes -y, ly
Strategies:
Multiple meaning words
Context clues

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

The student can identify central ideas, text and graphic features, and media techniques to better understand texts. The student can build vocabulary and synthesize topic knowledge to learn that our senses are powerful tools that help us experience the world in exciting ways.

CONTENT:

HMH Module 2

SKILLS:

Decoding, Spelling, Fluency, Vocabulary, Comprehension, Writing Form

ASSESSMENTS:

Unit Tests, Fluency Checks, Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS:

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

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Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 3 - Time Frame : 18 days

Overview: The student will listen to, read and view a variety of texts and media that present examples of meeting challenges.

READING - RF. 4.3, R. 4.1, R. 4.4, RF. 4.4, R. 4.2, R. 4.3, R. 4.5, R. 4.9, R. 4.6

Text Type: Historical Fiction

Decoding:

Vowel Sounds B, M

Vowel Sounds /ou/, /o/,

Vowel + /r/ sounds, /ar/, /ar/, /ir/

Spelling:

Vowel Sounds B, M

Vowel Sounds /ou/, /o/

Vowel + /r/ sounds

Fluency:

Phrasing

Intonation

Reading Rate

Comprehension:

Use Metacognitive Skills

Summarize

Visualize Make and Confirm Predictions

Literary Elements/ Author's Purpose and Craft

Identify Claim

Author's Craft

Plot

Theme

Point of View

Elements of Drama

Idioms, Adages, and Proverbs

WRITING - W. 4.4, W. 4.7, W. 4.8

Response to Text:

Write a Thank- You Note

Write a News Story

Write a New Scene

Write a Diary Entry

Writing Focus:

Write a Persuasive Letter

Speaking and Listening - SL. 4.1, SL. 4.2,SL. 4.4, SL 4.3**Task Focus:**

Use Formal and Informal Language

Give a Presentation

Research

Take notes

Language - L. 4.4, L. 4.2, L. 4.6, L 4.3, L. 4.5**Skill Focus:**

Vocabulary:

Academic:

Critical Vocabulary

Instructional Vocabulary

Generative Vocabulary:

Suffixes -ful, -ous, -less

Latin roots vis, aud, spec

Prefixes over-, under

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

The student can synthesize, identify plot elements, and identify themes in order to better understand unfamiliar texts. The student can build vocabulary and synthesize topic knowledge to learn that with personal courage and the support of family, friends, and community, people can face any challenge.

CONTENT:

HMH Module 3

SKILLS:

Decoding, Spelling, Fluency, Vocabulary, Comprehension, Writing in a variety of responses to text

ASSESSMENTS:

Unit Tests, Fluency Checks, Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS:

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

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Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 4 - Time Frame :18 days

Overview: The student will listen to, read, and view a variety of texts and media that present them with examples of what makes someone a hero.

READING - RF. 4.3, R. 4.1, R. 4.4, RF. 4.4, R. 4.2, R. 4.3, R. 4.5, R. 4.7, R. 4.9

Text Type: Genre Focus: Fairy Tales and Myths

Informational Text

Fairy Tale

Narrative Nonfictions

Myth/Play

Decoding:

More Vowel + /r/ sounds, /ur/, /or/

Regular and Irregular Plurals

Recognize Root Words

Spelling:

More Vowel + /r/ Sounds

Homophones

Adding -er or -ing

Fluency:

Phrasing

Intonation

Reading Rate

Comprehension:

Use Metacognitive Skills:

Visualize
Synthesize
Ask and Answer Questions
Make Inferences
Literary Elements/ Author's Purpose and Craft:
Text and Graphic Features
Point of View
Theme
Elements of Drama
Figurative Language
Central Idea
Text Structure

WRITING - W. 4.4, W. 4.3, W. 4.5, W. 4.6, W. 4.7, W. 4.8

Response to Text:

Write a Feature Story
Write a Job Posting
Write a Summary
Write a Journal Entry

Writing Focus:

Write a Play

Speaking and Listening - SL. 4.1, SL. 4.2, SL. 4.5

Task Focus:

Oral Instructions
Research:
Evaluate and Organize Information
Cite Sources

Language - L. 4.4, L. 4.2, L. 4.6

Skill Focus:

Vocabulary:

Academic:

Critical Vocabulary

Instructional Vocabulary

Generative:

Prefixes sub-, fore

Suffixes -able, -ible

Suffixes -en, -ic

Strategies:

Homographs and Homophones

Synonyms and Antonyms

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

I can identify text and graphic features, point of view, and themes in order to better understand unfamiliar text. I can build vocabulary and synthesize knowledge to learn that with personal courage and confidence, people can face any challenge.

CONTENT:

HMH Module 4

SKILLS:

Decoding, Spelling, Fluency, Comprehension, Writing a Story

ASSESSMENTS:

Unit Tests, Fluency Checks, Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS:

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication
Work productively in group settings

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 5 - Time Frame :18 days

Overview: The student will listen to, read, and view a variety of texts and media that present information about the arts.

READING - RF. 4.3, R. 4.1, R. 4.4, R. 4.2, R. 4.5, R. 4.7, R. 4.8, R. 4.9

Text Type:

Genre Focus:Biography

Argumentative Text

Biography

Video

Informational Text

Poetry

Decoding:

Skills:

Recognizing Root Words

Final Long e

Spelling:

Adding -er or -ing

Final Long e

Changing Final y to i

Fluency:

Reading Rate

Phrasing

Expression

Comprehension;

Use Metacognitive Skills

Ask and Answer Questions

Monitor and Clarify

Visualize

Literary Elements/ Author's Purpose Craft

Ideas and Support

Text Structure

Figurative Language

Central Idea

Text and Graphic Features

Elements of Poetry

Theme

Response to Text:

Writing Process:

Informational Text

Plan and Generate ideas

Organize
Draft
Revise and Edit
Publish and Present

Writing Focus:

Expository Essay

Speaking and Listening -

SL 4.1, SL 4.2, SL 4.4, SL 4.3, SL 4.5

Task Focus:

Engage in Discussion
Oral Instructions
Research:
Paraphrase

Language - L. 4.2, L. 4.4, L. 4.6, L. 4.5

Skill Focus:

Vocabulary:
Academic:
Critical Vocabulary
Instructional Vocabulary
Generative Vocabulary:
Suffixes -ity, -ty
Suffixes -er, -or, -ist
Prefixes un-, in

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

The student can identify ideas and support text structure and figurative language in order to better understand unfamiliar texts.
The student can build vocabulary and synthesize topic knowledge, to learn that sharing our creative talents with the world can bring us closer together.

CONTENT:

HMH Module 5

SKILLS:

Decoding, Spelling, Fluency, Vocabulary, Comprehension, Write an Expository Essay

ASSESSMENTS:

Unit Tests, Fluency Checks. Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS:

Act as a responsible and contributing peer
Demonstrate creativity and innovation
Utilize critical thinking to make sense of problems and persevere in solving them
Model integrity and ethical leadership
Use technology to enhance collaboration and communication
Work productively in group settings

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

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Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 6 - Time Frame : 18 days

Overview: The student will listen to, read, and view a variety of texts and media that present information about Earth's natural wonders.

READING - RF.4.3,R.4.1,R.4.4, RF.4.4,R.4.2, R.4.3, R.4.5, R.4.7, R. 4.8, R.4.9. R.4.6

Text Type: Genre Focus: Informational Text

Informational Text

Poetry

Literary Nonfiction

Decoding:

Words with /k/, /ng/, and /kw/

Words with final /j/ and /s/

Prefixes re-, un-, dis-, in Multisyllabic Words

Spelling:

Words with /k/, /ng/, and /kw/

Words with final /j/ and /s/

Prefixes re-, un-,dis

Fluency:

Accuracy and Self Correction

Reading Rate

Intonation

Comprehension:

Use Metacognitive Skills:

Synthesize
Ask and Answer Questions
Make Inferences

Writing - W.4.4, W.4.6, W.4.7, W.4

Response to Text:

Write a Personal Narrative
Write a Description
Write an Opinion Paragraph
Write a Travel Guide

Writing Focus:

Correspondence
Plan and Generate Ideas

Speaking and Listening - SL. 4.1, SL. 4.2, SL. 4.4, SL. 4.5

Task Focus:

Give a Presentation
Research:
Plan and Gather Information
Research and Media Literacy:
Create a Multimodal Presentation
Language - L.4.4, L.4.2, L.4.6, L.4.5

Skill Focus:

Vocabulary

Academic:

Critical Vocabulary

Instructional Vocabulary

Generative Vocabulary:

Greek roots auto, bio, photo, graph

Suffixes -ness, -ment

Prefix inter

Strategies:

Reference Sources

Shades of Meaning

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

The student will identify text and graphic features, central ideas, and text structures in order to better understand unfamiliar text.

The student can build vocabulary and synthesize topic knowledge, to learn that our world is full of unique places with amazing wonders on land, in the ocean, and in the sky.

CONTENT:

HMH Module 6

SKILLS:

Decoding, Spelling, Fluency, Vocabulary, Comprehension, Write a science article

ASSESSMENTS:

Unit Tests, Fluency Checks, Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS”

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 7 - Time Frame :18 days

Overview: The student can listen to, read, and view a variety of texts and media that present information about traditional tales.

READING - RF. 4.3, R. 4.1, R. 4.4, RF. 4.4, R. 4.2, R. 4.3, R. 4.5, R. 4.7, R. 4.9

Text Type:

Multiple Genres: Genre Focus: Traditional Stories

Informational Text

Tall Tale

Folktale

Fable/ Trickster Tale

Legend and Video

Decoding:

Suffixes -ful, -less, -ness, -ment in Multisyllabic Words
Multisyllabic Words with VCCV Syllable Division Pattern
Words with VCV Syllable Division Pattern
Spelling:
Suffixes -ful, -less, -ness, -ment
Words with VCCV Pattern and Closed Syllables
Words with VCV Pattern Open or Closed Syllables
Fluency:
Accuracy and Self Correction
Expression
Reading Rate
Comprehension:
Use Metacognitive Skills:
Retell
Make and Confirm Predictions
Synthesize

WRITING - W. 4.4, W. 4.7, W. 4.9

Response to Text:

Write a Blog Post
Write a Review
Write a Compare/Contrast Paragraph
Write a Legend

Writing Focus:

Write a Trickster Tale

Speaking and Listening - SL. 4.1, SL. 4.2, SL. 4.3, SL. 4.4, SL. 4.5

Task Focus:

Engage in Discussion

Give a Presentation

Media Literacy:

Interpret/ Analyze Media

Language - L.4.4, L. 4.2, L. 4.6, L.4.5

Skill Focus:

Vocabulary:

Academic:

Critical Vocabulary

Instructional Vocabulary

Generative Vocabulary:

Suffix -ion

Prefixes mis, pre-, dis

Suffixes -ity, -ty

Strategies:

Analogies

Reference Sources

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

The student can identify central ideas, figurative language, and media techniques in order to better understand unfamiliar texts.

The student can build vocabulary and synthesize topic knowledge, to learn that traditional stories can teach many lessons about life and the world around us.

CONTENT:

HMH Module 7

SKILLS:

Decoding, Spelling, Fluency, Vocabulary, Comprehension, Writing a trickster tale

ASSESSMENTS:

Unit Tests, Fluency Checks, Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS:

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources: Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 8 - Time Frame : 18 days

Overview: The student can listen to, read, and view a variety of texts and media that present information about nutrition.

READING - RF. 4.3, R. 4.1, R. 4.4, RF. 4.4, R. 4.2, R. 4.3, R. 4.7, R. 4.8, R. 4.9, R. 4.6

Text Type: Multiple Genres

Genre Focus: Argumentative Text

Informational Text

Informational/Argumentative Text

Video

Realistic Fiction

Decoding:

VCCV and VCV syllable division pattern Words

with the VCCV syllable division pattern Words

with the VCCCV syllable division pattern

Spelling:

CCV and VCV patterns; open and closed syllables

Words with the VCCV pattern

Words with the VCCCV patterns

Fluency:

Phrasing

Intonation

Accuracy and Self Correction

Comprehension

Use Metacognitive Skills

Monitor and Clarify

Make and Confirm Predictions

Ask and Answer Questions

Literary Elements/Author's Purpose and Craft:

Text and Graphic Features

Author's Purpose

Ideas and Support

Central Idea

Idioms

WRITING - W. 4.4, W. 4.5, W. 4.6, W. 4.7, W. 4.8, W. 4.1, W. 4.9

Response to Text:

Write and Editorial
Write an Advertisement
Write a Skit
Write a Speech

Writing Focus:

Write a Speech

Speaking and Listening - SL 4.1, SL 4.2, SL 4.4. SL 4.5

Task Focus:

Work Collaboratively
Research: Take notes and Organize Information
Media Literacy: Interpret/Analyze Media
Oral Instruction

Language - L. 4.4, L. 4.6, L. 4.5

Skill Focus:

Vocabulary:
Academic:
Critical Vocabulary
Instructional Vocabulary
Generative Vocabulary:
Latin Roots -port, diet
Prefixes -sub, fore
Greek Roots -meter, therm, phon
Strategies:
Context Clues
Analogies

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

The student can identify text and graphic features, ideas and support the author's purpose in order to better understand unfamiliar texts.

The student can build vocabulary and synthesize topic knowledge, to learn that eating healthy sustainable food is good for our bodies and our world.

CONTENT:

HMH Module 8

SKILLS:

Decoding, Spelling, Fluency, Vocabulary, comprehension, Author's Purpose, Write a Speech

ASSESSMENTS:

Unit Tests, Fluency Checks, Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS:

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources:

Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 9 - Time Frame :18 days

Overview: The student can listen, read, and view a variety of texts and media about conversation.

READING - RF.4.3, R. 4.1, R. 4.4, RF. 4.4, R. 4.2, R. 4.3, R. 4.5, R. 4.7, R. 4.9

Text Type: Genre Focus: Persuasive Texts

Letters

Graphic Novels

Realistic Fiction and Informational videos

Informational/Argumentative Text

Biography

Skills:

Decoding:

Words with VV syllable division patterns

Final syllable r controlled vowel, final schwa +/r/ sound

Final able syllables

Spelling

Words with VV pattern

Final schwa + /r/ sound

Final schwa + // sound

Fluency:

Phrasing

Reading Rate

Expression

Comprehension

Use Metacognitive Skills
Make Inferences
Retell/Summarize
Ask and Answer Questions
Literary Elements/Author's Purpose and Craft
Ideas and Support
Text and Graphic Features
Theme
Idioms
Figurative Language
Author's Craft
Text Structure

WRITING - W. 4.2, W. 4.4, W. 4.5, W. 4.6, W. 4.7, W. 4.8, W. 4.9

Response to Text:

Write a Journal Entry
Write an Advertisement
Write a Skit
Write a Speech

Writing Focus:

Write a Speech
Research Report

Speaking and Listening - SL. 4.1, SL. 4.4, SL. 4.5

Task Focus:

Work Collaboratively
Research: Organize and Evaluate Information
Research: Paraphrase/ Cite Sources

Language - L.4.4, L.4.2, L.4.5, L.4.6

Skill Focus:

Vocabulary

Academic:

Critical Vocabulary

Instructional Vocabulary

Generative Vocabulary

Suffixes - able, ible

Suffixes - ful, ous, less

Suffixes - en, ic

Strategies:

Synonyms and Antonyms

Context Clues

ESSENTIAL QUESTIONS &/or UNDERSTANDINGS:

The student can identify ideas and support text and graphic features and author's craft in order to better understand unfamiliar text.

The student can build vocabulary and synthesize topic knowledge to learn that it is up to all of us to work together to Preserve our planet and its natural resources.

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS:

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication

Work productively in group settings

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum.

They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners.

Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles

such as visual, auditory, tactile, etc. with a multimedia approach.

Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc.

TECHNOLOGY INTEGRATION

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Resources: Grade Level textbook, online sites, classroom library, approved novel list, etc

UNIT 10 - Time Frame : 18 days

Overview: The student can listen, read, and view a variety of texts and media about communication.

READING - RF.4.3, R. 4.1, R. 4.4, RF. 4.4, R. 4.2, R. 4.3, R. 4.5, R. 4.7, R. 4.9, R. 4.6

Text Type:

Genre Focus: Informational Text

Timeline

Informational Text

Narrative Nonfiction

Informational Video

Realistic Fiction

Decoding:

Multisyllabic Words

Words with Silent consonants

Decoding Unusual Spelling Patterns

Spelling:

Three- Syllable Words

Words with Silent Consonants

Prefixes

Fluency:

Intonation

Accuracy and Self Correction
Reading Rate
Comprehension
Use Metacognitive Skills
Make Inferences
Ask and Answer Questions
Monitor and Clarify
Literary Elements/Author's Purpose and Craft:
Central Idea
Text and Graphic Features
Media Techniques
Plot
Point of View
Author's Craft
Text Structure

WRITING - W.4.2, W.4.4, W.4.5, W.4.7, W.4.8

Response to Text:

Write a Summary
Write an Advertisement
Write a Fantasy Story
Write a Sequel

Writing Focus:

Write an Informative Article

Speaking and Listening - SL.4.1, SL. 4.5

Task Focus:

Give a Presentation
Research: Plan and Gather Information
Media Literacy: Interpret/ Analyze Media
Expository Essay

Language - L 4.4, L 4.2, L 4.6, L 4.5

Skill Focus:

Academic:

Critical Vocabulary

Instructional Vocabulary

Generative Vocabulary:

Latin roots tele, port, graph

Prefixes il, ir

Prefixes in/im

Strategies:

Synonyms and Antonyms

Reference Sources

Essential Questions &/or Understandings:

The student can identify central ideas, text structure, and media techniques in order to better understand texts. The student can build and synthesize topic knowledge to learn that throughout history people have always found a way to communicate with each other.

CONTENT:

HMH Module 10

SKILLS:

Decoding, Spelling, Fluency, Vocabulary, Comprehension, Writing an Article

ASSESSMENTS:

Unit Tests, Fluency Checks, Writing Rubrics, Anecdotal Notes, Teacher/Student Conferencing

CAREER READINESS, LIFE LITERACIES, & KEY SKILLS:

Act as a responsible and contributing peer

Demonstrate creativity and innovation

Utilize critical thinking to make sense of problems and persevere in solving them

Model integrity and ethical leadership

Use technology to enhance collaboration and communication
Work productively in group settings

Differentiation, Modifications and Accommodations (ELL, SE, BSI, G&T, 504):

The learning activities are highly suitable for diverse learners and support the instructional outcomes outlined in the curriculum. They are designed to engage students in high-level cognitive activity and are differentiated, as appropriate, for individual learners. Teachers differentiate content, instruction, and assessment based upon students in their class. They address all learning styles such as visual, auditory, tactile, etc. with a multimedia approach. Students are provided with the appropriate tools needed for optimal learning be it word banks, study guides, tiered assignments, prompts, flexible grouping, assistive technology, pacing of lesson, teacher modeling, peer mentoring, etc. Teachers plan for support, remediation, enhancement and enrichment.

TECHNOLOGY INTEGRATION

Northfield School District infuses technology into instruction to support our curricular goals as well as enhance 21st-century skills of communication, collaboration, critical thinking, and creativity

Resources: Grade Level textbook, online sites, classroom library, approved novel list, etc