**Moonachie School District**

**English Language Arts Curriculum:**

**Grade 4**

***New Jersey Student Learning Standards for English Language Arts***

**Born On: July 25, 2017**

**Re-Adopted: August 23, 2022**

The following maps outline the New Jersey Student Learning Standards for grade four English Language Arts. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

| **Reading Literature and Informational Text** | **Writing and Language** | **Foundational Skills** |
| --- | --- | --- |
| End of story tests (multiple choice, open ended) | Journal Entries | Running records |
| End of Unit/Theme Assessments | Writing Process Pieces | Spelling Tests/Dictations |
| Model Curriculum Assessments | Friendly Letter | Sorting activities |
| Standards Solution Lessons/Assessments | Persuasive | Building words |
| Running Records | Narrative: Story Writing | Proofreading Editing |
| STAR Assessments | Expository | Written activities i.e. graphic organizers |
| Sequencing activities | Newspaper Article | Writing samples |
| SAAVAS MyView Benchmark Assessments | Written activities i.e. graphic organizers |  |
| End of Book Activities | Technology based presentations |  |
| Exit slips | End of Book Activities/Pamphlets |  |
| Blogs/Journal entries | Standards Solution Writing Prompts |  |
| Literary Analysis Tasks | Literary Analysis Tasks |  |
| Research Simulated TasksNarrative TaskLeveled Libraries | Research Simulated Tasks |  |

| **Resources:** |  |  |
| --- | --- | --- |
| Graphic Organizers | Sequencing cards | Writers checklist |
| Smartboard | Leveled libraries | NJDOE Model Curriculum |
| Student Journals | Sentence strips | Audio books |
| Center Activities | Word rings | Stepping up in Reading |
| Proofreading chart | Retelling props | Readers Theater |
| SAAVAS MyView materials | Standards Solution | PARCC information |
| Fundations/PAF | Orton | Rubrics |
| TC Readers Writers Workshop | High Noon Readers |  |

**References:**

[http://www.corestandards.org/the-standards/english-language-arts-standards/writing/grade-2/](http://www.corestandards.org/the-standards/english-language-arts-standards/writing/grade-3/)

http://www.state.nj.us/education/cccs/2016/ela/

NJ Technology Standards**:** <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

NJ Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9pdf>

ELL Scaffolds: <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>

**Websites:**

[www.brainpop.com](http://www.brainpop.com) [www.spellingcity.com](http://www.spellingcity.com) [www.standardssolution.com](http://www.standardssolution.com) www.eduplace.com

[www.brainpopjr.com](http://www.brainpopjr.com) [www.edmoto.com](http://www.tumblebooks.com)  [www.abcya.com](http://www.abcya.com) www.thinkcentral.com

[www.starfall.com](http://www.starfall.com) <http://www.storylineonline.net> [www.mrnussbaum.com](http://www.mrnussbaum.com) www.rticentral.com

[www.scholastic.com](http://www.scholastic.com) [www.superteacherworksheets.com](http://www.superteacherworksheets.com) [www.readworks.org](http://www.readworks.org) http://www.ereadingworksheets.com/

www.readwritethink.org [www.puzzlemaker.com](http://www.puzzlemaker.com) [www.readingatoz.com](http://www.readingatoz.com) [www.wordle.com](http://www.wordle.com)

[www.manybooks.net](http://www.manybooks.net) [www.commoncoresheets.com](http://www.commoncoresheets.com) [www.adaptedmind.com](http://www.adaptedmind.com) [www.parcc.com](http://www.parcc.com)

[www.smartexchange.com](http://www.smartexchange.com) [www.learnzillion.com](http://www.learnzillion.com)

**Language Arts Curriculum: Grade 4**

| **Curriculum Details** **English Language Arts Grade 4**  |
| --- |
| **Core Materials**  | SAAVAS MyView, Leveled Literacy Intervention |
| **Interdisciplinary Connections**  | **Science:** 4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have on humans**Social Studies:** 6.1.5.CivicsSM.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.6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.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).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.6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods. |
| **Career Ready Practices**  | CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP12. Work productively in teams while using cultural global competence.  |
| **Career Readiness, LifeLiteracies, and Key Skills** | 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification and examples of these requirements.9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions.9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive and negative consequences.9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.9.4.5.TL.5: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.  |
| **Technology Standards**  | 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influences the changes.8.1.5.IC.2: Identify possible ways to improve accessibility and usability of computing technologies to address the diverse needs and wants of users.8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people and capital are used in products or systems.8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.8.2.5.ETW.5: Identify the impact of specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change. |

**Reading Standards for Literature**

**Standard RL 4.1**

| **Essential Question(s):** How do readers use the text to support an interpretation?  |
| --- |
| **Vocabulary:** inference, drawing conclusions, annotate, contextual vocabulary embedded in literature |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Key Ideas and Details** |
| **Anchor Standard 1:** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| **NJSLS Standard: RL.4.1** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text | * Make and evaluate predictions
* Make connections: text to text and text to self
* Annotate text
* Support answers using text
* Use prior knowledge and details to draw conclusions or inferences from the text
* Distinguish between what is explicit and what is inferred
* Draw inferences that reflect the author’s theme
 | * Complete preview of text (picture walk, questioning)
* Ask questions during and after reading

 - “How do you know?” (cite from text) * Teach students to annotate text
* Have students read in a variety on context: reading pairs, small or whole group
 | * *James and the Giant Peach* by Roald Dahl
* SAAVAS MyView
* Standards Solutions
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Write journal/diary entries of times when they’ve overcome their fears
* Higher Level Text that includes themes of loneliness, fear, change and any other themes that apply
* Create timeline of the book’s main events
* Create a character profile for 3 or more characters and cite textual evidence to support
 | * Audio book
* Video clips
* Create mural of the places the peach visited
* Inferencing cards
* Sequencing cards
* Citing text activity
* Choose excerpt(s) from book to focus on vocabulary development, comprehension
* Students will role play to depict how the characters felt throughout the story
* Read aloud
* Word Wall
* Build background knowledge
* Picture Associations
* Partner Work
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Extended time
* Modified assignments
* Create mural of the places the peach visited
* Inferencing cards
* Sequencing cards
* Citing text activity
* Small group, alternate location
* Modeling
* Leveled reading
* Excerpt
* Read aloud
* Build background knowledge
* Oral/visual reminders
* Peer assistance
* Preteach vocabulary
* Picture associations with vocab
* Build background knowledge of time period
* Refer to each student’s IEP for more specific modifications
 | * RTI strategies including: reciprocal teaching, teacher modeling,
* Tier II and Tier III intervention
* Create mural of the places the peach visited
* Inferencing cards
* Sequencing cards
* Citing text activity
* More frequent STAR assessments, including Early Literacy
* Morning tutoring
* After school program
* Parental contact
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**Language Arts Curriculum: Grade 4**

**Reading Standards for Literature**

**Standard RL 4.2**

| **Essential Question(s):** How do readers determine the message the author is trying to convey? |
| --- |
| **Vocabulary:** theme, genre (fable, folktale, myth, etc.) moral, supporting details, annotate, contextual vocabulary embedded in literature |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Key Ideas and Details** |
| **Anchor Standard 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **Standard: RL.4.2** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 2. Determine the key details to identify theme in a story, drama, or poem and summarize the text. | * Identify genres and their elements
* Determine central message, lesson or moral
* Support central message, lesson or moral with details from text
* Annotate text
 | * Introduce literary genres (story, drama, poem)
* Model identifying the theme through a simple story (e.g. a fable)
* Questioning during and after reading
* Use graphic organizer for sequencing
 | * Standards Solutions
* <http://www.blessedbeyondadoubt.com/70-folktales-and-fables-from-around-the-world/>
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Graphing statistical data collection
* Conduct technology based research related to the text’s topic
* Increased text to self-connections with journal entry
* Create alternate ending/sequel
* Create their own fable
* iMovie
 | * Video clips
* Preteach vocabulary
* Reader’s Theatre
* Read aloud
* Word Wall
* Build background knowledge of morals
* Picture Associations
* Cause/effect correlations
* Real-life connections
* Retell or create new fable by completing cartoon strip
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Extended time
* Modified assignments
* Small group, alternate location
* Modeling
* Video clips
* Reader’s Theatre
* Reenact race
* Read aloud
* Word Wall
* Retell or create new fable by completing cartoon strip
* Build background knowledge of morals
* Picture Associations
* Cause/effect correlations
* Real-life connections
* Preteach vocabulary
* Picture associations with vocab
* Refer to each student’s IEP for more specific modifications
 | * Alternate fable at interest level of the student
* Incorporating nursery rhymes
* Incorporating technology, film clips
* Tier II and Tier III intervention
* More frequent STAR assessments, including Early Literacy
* Retell or create new fable by completing cartoon strip
* Morning tutoring
* After school program
* Parental contact
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**Language Arts Curriculum: Grade 4**

**Reading Standards for Literature**

**Standard RL 4.3**

| **Essential Question(s):** How do readers determine how characters, events, and ideas develop and interact? |
| --- |
| **Vocabulary:** character, plot, motivation, trait, sequence, contextual vocabulary embedded in literature |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Key Ideas and Details** |
| **Anchor Standard 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **NJSLS Standard: RL.4.3** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). | * Activate and use prior knowledge to describe story elements (character, setting, events)
* Support description using specific details from the text
 | * Question during and after reading
* “Who can describe the setting of this story?”
* “What details from the story support your answer?”
* Use graphics organizers (i.e. character web)
* Have students complete journal entries
 | * *James and the Giant Peach* by Roald Dahl
* Leveled texts
* Standards Solutions
* Readworks.org
* ReadingA-Z.com
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Conduct observations of peers and conduct character study
* Increased text to self-connections with journal entry
* Analyze Kid President’s youtube video “20 Things You Should Say” and explain how what we say can effect the outcome of a situation or other’s actions (post-it response, journal entries, etc)
* Acrostic poem related to character traits using complete sentences
* Change a character trait and analyze how that impacts sequence of events in the story
* Create video clip, comic strip, or timeline to represent alternate version
 | * Create word wall of character traits and illustrations to represent the trait
* Associate pictures/gestures with words
* Video clips
* Preteach vocabulary
* Read aloud
* Build background knowledge of character traits
* Cause/effect correlations
* Real-life connections
* Role playing cause/effect situations
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Draw and label intrinsic/extrinsic qualities
* Create word wall of character traits and illustrations to represent the trait
* Associate pictures/gestures with words
* Extended time
* Modified assignments
* Small group, alternate location
* Modeling
* Video clips
* Role playing cause/effect situations
* Read aloud
* Word Wall
* Build background knowledge of morals
* Cause/effect correlations
* Refer to each student’s IEP for more specific modifications
 | * YouTube videos of people reenacting emotions
* Implement character ed lessons
* Exemplar at first or second grade level
* Display emotions chart

Tier II and Tier III intervention* Role playing cause/effect situations
* More frequent STAR assessments, including Early Literacy
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 4**

**Reading Standards for Literature**

**Standard RL 4.4**

| **Essential Question(s):** How do readers interpret the author’s use of language?  |
| --- |
| **Vocabulary:** context clues, figurative language (i.e. simile, metaphor), tone, word choice, contextual vocabulary embedded in literature |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Craft and Structure** |
| **Anchor Standard 4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| **NJSLS Standard: RL.4.4** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. | * Use context clues to determine meaning
* Use synonyms and antonyms in the text to determine meaning
* Use reference materials to determine unknown meanings (dictionary, glossary)
* Determine what the author’s word choice reveals about the tone, meaning or character
 | * Discuss connotation for words and phrases
* Provide cloze exercises
* Have students complete journal entries:
* What is the tone of this story? Use words or phrases from the text to support your answer?
* Have student read myths and determine how their characters contribute to new vocabulary

(i.e. A strong person being referred to as Hercules) | * Students read *If I Had But Two Little Wings* by Samuel Taylor Coleridge determining the meaning of words and phrases in the poem, particularly focusing on identifying his use of non-literal language (e.g., “light is the ink we use”) and talking about how it suggests meaning.
* Other examples include songs, such as “Firework” by Katy Perry
* Refer to <http://www.ereadingworksheets.com/> for more exemplars
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create own poem with figurative language
* Choose a stanza and visually present the meaning of it
* Create song lyrics
* Create own “Mad Libs” using figurative language
 | * Work with a peer
* Receive prompts from the teacher
* Read alouds
* Respond to wiki posts using figurative language
* Daily or weekly idioms with elaboration and examples
* Video clips, RLC TV
* Visual representation
* Matching meanings to expressions
* Poetry scrap book – collection of lines within poems that represent figurative
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Work with a peer
* Receive prompts from the teacher
* Read alouds
* Respond to wiki posts using figurative language
* Daily or weekly idioms with elaboration and examples
* Video clips, RLC TV
* Visual representation
* Repetition
* Emphasizing, providing real-life connections
* Poetry scrap book – collection of lines within poems that represent figurative
* Matching meanings to expressions
* Refer to each student’s IEP for more specific modifications
 | * Work independently or in a small group, depending on preference
* Incorporate student choice of activities
* Receive prompts from the teacher
* Read alouds
* Respond to wiki posts using figurative language
* Daily or weekly idioms with elaboration and examples
* Video clips, RLC TV
* Visual representation
* Repetition
* Emphasizing, providing real-life connections
* Poetry scrap book – collection of lines within poems that represent figurative
* Matching meanings to expressions
* Display emotions chart

Tier II and Tier III intervention* More frequent STAR assessments, including Early Literacy
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 4**

**Reading Standards for Literature**

**Standard RL 4.5**

| **Essential Question(s):** How do readers use text structure to understand meaning? |
| --- |
| **Vocabulary:** Chapter, scene, stanza, rhyme, rhythm, verse, meter, setter, prologue, epilogue, stage directions, contextual vocabulary embedded in literature |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Craft and Structure** |
| **Anchor Standard 5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| **NJSLS Standard: RL.4.5** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 5. 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. | * Define the elements of poems, drama, and prose
* Analyze texts using appropriate vocabulary according to the genre
 | * Model how to locate and label portions of poems
* Demonstrate rhythm using limericks
* Demonstrate meter using haiku
* Complete dramatic readings of poetry (by teacher)
* During readings of poems and dramas, model how to identify defining structural elements
* After reading, teach how to summarize a poem in prose (sentences); then compare the summary to the original poem
* Use Reader's Theater
 | * Shel Silverstein’s *A Light in the Attic, Where the Sidewalk Ends, Falling Up*
* Choose from the following plays: <http://playsforyoungaudiences.org/scripts>
* Choose from the following: <http://www.thebestclass.org/rtscripts.html>
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Write a poem about a boat and label parts of the poem
* Higher level questioning
* Research original background of play or poem and display information through multimedia resource
* Research own heritage and create poem or writing piece on research
* Write and enact short play in small group
 | * Research own heritage and create picture skit, comic strip, or representative collage
* Interactive field trip
* Nursery rhyme use to support vocabulary, rhyming schemes
* Storybook online; watching video instead of reading play
* Read, stop, tell
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Work as group to create play or reenactment
* Read, stop, tell; keep journal
* Increased use of graphic organizers
* Matching meanings to expressions
* Make real life connections using real-life scenarios that require predicting and inferring
* Refer to each student’s IEP for more specific modifications
 | * Work as group to create play or reenactment
* Read, stop, tell; keep journal
* Increased use of graphic organizers
* Matching meanings to expressions
* Repetition
* Make real life connections using real-life scenarios that require predicting and inferring
* Tier II and Tier III intervention
* More frequent STAR assessments, including Early Literacy
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 4**

**Reading Standards for Literature**

**Standard RL 4.6**

| **Essential Question(s):** How do readers analyze point of view and/or purpose?  |
| --- |
| **Vocabulary:** point of view, compare, contrast, narrator, contextual vocabulary embedded in literature |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Craft and Structure** |
| **Anchor Standard 6:** Assess how point of view or purpose shapes the content and style of a text. |
| **NJSLS Standard: RL.4.6** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | * Identify point of view in different stories
* Create a list comparing characteristics of a first person narrative vs. a third person narrative
 | * Explain difference between first and third person point of view
* Given a short story written in third person, have students re-write in first person.
 | * Standards Solutions
* Readworks.org
* ReadingA-Z.com
* SAAVAS MyView
* *Matilda* by Roald Dahl
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Rewrite the story from another character’s point of view
* In small group, write short story from another character’s point of view and then have students critique their peer’s work
* Write and enact short skit in small group to represent multiple points of view
* Debate topic from assigned point of view
 | * Conduct character sort – compare characters from multiple passages and group together based on similar point of view
* Venn diagram or chart comparing/contrasting characters’ point of views
* Matching point of view to character with visual aides
* Fact vs. opinion
* Leveled texts available
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Conduct character sort – compare characters from multiple passages and group together based on similar point of view
* Preteach vocabulary associated with character traits
* Venn diagram or chart comparing/contrasting characters’ point of views
* Matching point of view to character with visual aides
* Fact vs. opinion
* Leveled texts available
* Extended time
* Repetition/reinforcement
* Refer to each student’s IEP for more specific modifications
 | * Conduct character sort – compare characters from multiple passages and group together based on similar point of view
* Preteach vocabulary associated with character traits
* Venn diagram or chart comparing/contrasting characters’ point of views
* Repetition
* Tier II and Tier III intervention
* Leveled texts available
* More frequent STAR assessments, including Early Literacy
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 4**

**Reading Standards for Literature**

**Standard RL 4.7**

| **Essential Question(s):** How do readers use illustrations to understand the text? |
| --- |
| **Vocabulary:** illustrations, mood, setting, character, contextual vocabulary embedded in literature |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Integration of Knowledge and Ideas**  |
| **Anchor Standard 7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\* |
| **NJSLS Standard: RL.4.7** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. | * Make connections between text and illustrations (see exemplar)
* Make connections between text and oral presentation
 | * Show video of play (field trip if possible)
* Discuss how text was portrayed
* Have students reenact simple fairy tales in groups (i.e. *Goldie Locks and the Three Bears*) and compare each groups’ interpretation
* Provide different elements for each groups (i.e. props, setting)
 | * Standards Solutions

- *Diary of Wimpy Kid* by Jeff Kinney- *Doom Machine* by Mark Teague- *Tale of Desperaux* by Kate DiCamillo* Silent Movies such as, *Steam Boat Willie* by Walt Disney
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Choose story written in Writers Workshop and use any multimedia resource to create a visual representation of the story (ie: Haiku Deck, iMovie, Powerpoint, etc)
* Develop illustrations first; exchange with partner and write story to accompany partner’s illustrations
* Identify advanced adjectives that replace basic feeling words (ie: happy = ecstatic; worried = nervous)
* View silent movies and create their own to present a specific mood or tone provided by the teacher
 | * Create a Wordle to represent one of the following: character description, tone of story, setting of story
* View silent movie and depict the mood or tone of the film
* Create list or chart identifying feeling words related to tone (ie: angry, sad, scared)
* Show excerpt from “Wizard of Oz” to analyze and discuss change from black and white to color and effect on mood
* Use colors to represent feelings
* Leveled texts available
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Create a Wordle to represent one of the following: character description, tone of story, setting of story
* View silent movie and depict the mood or tone of the film
* Create list or chart identifying feeling words related to tone (ie: angry, sad, scared)
* Show excerpt from “Wizard of Oz” to analyze and discuss change from black and white to color and effect on mood
* Create illustration of self to depict mood
* Extended time
* Modified assignments
* Leveled texts available
* Refer to each student’s IEP for more specific modifications
 | * Create a Wordle to represent one of the following: character description, tone of story, setting of story
* View silent movie and depict the mood or tone of the film
* Create list or chart identifying feeling words related to tone (ie: angry, sad, scared)
* Show excerpt from “Wizard of Oz” to analyze and discuss change from black and white to color and effect on mood
* Create illustration of self to depict mood
* Repetition
* Tier II and Tier III intervention
* Leveled texts available
* More frequent STAR assessments, including Early Literacy
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 4**

**Reading Standards for Literature**

**Standard RL 4.8**

| **Essential Question(s):** How do readers determine and make meaning of the arguments/claims presented in a text? |
| --- |
| **Vocabulary:** N/A |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Integration of Knowledge and Ideas**  |
| **Anchor Standard 8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| **Standard: RL.4.8** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| (Not applicable to literature) |  |  |  |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
|  |  |  |  |

**Language Arts Curriculum: Grade 4**

**Reading Standards for Literature**

**Standard RL 4.9**

| **Essential Question(s):** How do readers make connections between texts? |
| --- |
| **Vocabulary:** compare, contrast, theme, setting, plot, series, similarities/differences, contextual vocabulary embedded in literature |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Integration of Knowledge and Ideas**  |
| **Anchor Standard 9:** Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| **NJSLS Standard: RL.4.9** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 9. Compare, contrast, and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics. | * After reading stories in the same genre, compare and contrast the treatment of similar themes and topics
 | * Provide a variety of texts in the same genre for comparison including mysteries and adventure stories
* Use graphic organizers: T-charts, Venn-diagrams
 | * *Number The Stars* by Lois Lowry and excerpts from *Gather Blue*
* Any two texts from the same author on grade level
* ReadingA-Z.com
* Kate DiCamillo books
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create Facebook page for a character from both stories based on theme, setting, and plot
* Journal writing from the viewpoint of the same character from each selection if using a series
* Choose a book to sell to classmates. Create sales pitch including elements of theme, setting, and plot, orally present to class, incorporate technology
* Debate two books and argue which character is better, citing textual evidence to support reasons
* View any two texts (video, book, passage) and write an essay comparing and contrasting theme
 | * Create Facebook page for a character from both stories based on theme, setting, and plot
* View two short videos and complete a Venn diagram comparing and contrasting theme
* Create an advertisement for one of the books based on theme, setting, and plot
* Preteach vocabulary
* Text-to-text connections
* Excerpt only
* Leveled texts available
* Extended time
* Modified assignments
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Create Facebook page for a character from both stories based on theme, setting, and plot
* Create an advertisement for one of the books based on theme, setting, and plot
* View two short videos and complete a Venn diagram comparing and contrasting theme
* Preteach vocabulary
* Text-to-text connections
* Excerpt only
* Leveled texts available
* Extended time
* Modified assignments
* Refer to each student’s IEP for more specific modifications
 | * Create Facebook page for a character from both stories based on theme, setting, and plot
* Create an advertisement for one of the books based on theme, setting, and plot
* View two short videos and complete a Venn diagram comparing and contrasting theme
* Preteach vocabulary
* Text-to-text connections
* Excerpt only
* Leveled texts available
* Tier II and Tier III intervention
* Leveled texts available
* More frequent STAR assessments, including Early Literacy
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 4**

**Reading Standards for Literature**

**Standard RL 4.10**

| **Essential Question(s):** How do readers use comprehension strategies to improve understanding of text?  |
| --- |
| **Vocabulary:** drama, poetry, literature  |
| **Reading Literature**  |
| **NJSLS Anchor Standard: Range of Reading and Level of Text Complexity**  |
| **Anchor Standard 10:** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. |
| **NJSLS Standard: RL.4.10** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplars** |
| 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at grade level text-complexity or above, with scaffolding as needed. | * Read a variety of genres
* Read literature varying in complexity
 | * Expose students to a variety of genres
* Expose students to literature varying in complexity
* Scaffold reading and comprehension as needed
 | * Reading A to Z Books
* Leveled texts within grade level lexile ranges
* Think Central
* Standards Solution passages
* SAAVAS MyView text
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Writing journal
* Higher level questions
* Present higher level thinking through multimedia resources (slideshows, blogs, etc)
 | * Varied literature available at appropriate level and lexile range for student
* Modified questions
* Task Cards
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Varied literature available at appropriate level and lexile range for student
* Modified questions
* Task Cards
* Refer to each student’s IEP for more specific modifications
 | * Varied literature available at appropriate level and lexile range for student
* Modified questions/assignments
* Task Cards
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 4**

**Reading Standards for Informational Text**

**Standard RI 4.1**

| **Essential Question(s):** How do readers use text to support answers to questions?  |
| --- |
| **Vocabulary:** headings, subheadings, titles, bold, italicized, diagrams, table of contents, glossary, index, graph |
| **Reading Informational Text**  |
| **NJSLS Anchor Standard: Key Ideas and Details** |
| **Anchor Standard 1:** Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| **NJSLS Standard: RI. 3.1** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. | * Review and scan headings, titles, diagrams and key vocabulary to locate facts
* Use evidence from the text to support explanations and make inferences
 | * Teacher students how to annotate important facts and textual evidence (highlight, underline, etc)
* Use graphic organizer (i.e. KWL Chart)
 | * ReadWorks.org informational text
* Standards Solutions
* Any nonfiction text on level (P-T)
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Research topic and create a pamphlet/brochure and cite source
* Research topic and create a technology based presentation (Haiku Deck, powerpoint, blog)
 | * Varied texts available at appropriate level and lexile range for student
* Modified questions
* Vocabulary cards/matching cards
* Word bank
* Audio book
* Magazine (ie: National Geographic kids)
* Online resources of informational text
* Graphic organizers/webs
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Varied texts available at appropriate level and lexile range for student
* Modified questions
* Vocabulary cards/matching cards
* Word bank
* Audio book
* Magazine (ie: National Geographic kids)
* Online resources of informational text
* Graphic organizers/webs
* Refer to each student’s IEP for more specific modifications
 | * Varied texts available at appropriate level and lexile range for student
* Online resources
* Peer work
* Modified questions/assignments
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 4**

**Reading Standards for Informational Text**

**Standard RI 4.2**

| **Essential Question(s):** How do readers use key details from the text to support the main idea?  |
| --- |
| **Vocabulary:** main/central idea, supporting details, summarize |
| **Reading Informational Text** |
| **NJSLS Anchor Standard: Key Ideas and Details** |
| **Anchor Standard 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| **NJSLS Standard: RI. 3.2** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. | * Recognize the main/central idea
* Recall key facts and details that support the main/central idea
* Create summary of text including the main idea and key details
 | * Use graphic organizer: main ideas/details
* Model summary writing
* Provide writing template for drafting a summary

  | * *Telescopes* by Colin A Ronin
* ReadWorks.org informational text
* Standards Solutions
* Any nonfiction text on level (P-T)
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create analogies for their given topic that represents the concept main idea and detail (ie: ecosystem is to climate as desert is to hot)
* Create a T-Chart and teach it to the class (main idea/detail sort)
* Play the game “Password” (The topic is presented by student or teacher and student must identify supporting details)
 | * Varied texts available at appropriate level and lexile range for student
* Vocabulary matching sort
* “Support/Not Support” game (student presents statement and partner decides if it’s a supporting detail or not)
* Main idea mobile
* Modified questions
* Vocabulary cards/matching cards
* Word bank
* Audio book
* Magazine (ie: National Geographic kids)
* Online resources of informational text
* Graphic organizers/webs
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Varied texts available at appropriate level and lexile range for student
* Vocabulary matching sort
* “Support/Not Support” game (student presents statement and partner decides if it’s a supporting detail or not)
* Main idea mobile
* Modified questions
* Vocabulary cards/matching cards
* Word bank
* Audio book
* Magazine (ie: National Geographic kids)
* Online resources of informational text
* Graphic organizers/webs
* Refer to each student’s IEP for more specific modifications
 | * Varied texts available at appropriate level and lexile range for student
* Online resources
* Peer work
* Vocabulary matching sort
* “Support/Not Support” game (student presents statement and partner decides if it’s a supporting detail or not)
* Main idea mobile
* Modified questions/assignments
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 4**

**Reading Standards for Informational Text**

**Standard RI 4.3**

| **Essential Question(s):** How do readers make connections between concepts in a text? |
| --- |
| **Vocabulary:** analyze, interact, cause and effect, sequence, time line |
| **Reading Informational Text** |
| **NJSLS Anchor Standard: Key Ideas and Details** |
| **Anchor Standard 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| **Standard: RI. 4.3** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 3. 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. | * Use information from text to explain events, procedures, ideas or concepts
 | * Model how to refer to text in order to support ideas
 | * ReadWorks.org informational text
* Standards Solutions
* Any nonfiction text on level (P-T)
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create interactive timeline on the computer ([www.softschools.com](http://www.softschools.com))
* Create and teach a “How To” to the class
* Cause/effect skit
* Choose historical event and how it’s impacted society
* Create a visual comparing different texts with similar topics (ie: tornado/hurricane; measurement/cooking)
 | * Varied texts available at appropriate level and lexile range for student
* Vocabulary matching sort
* Play “Directional Scavenger Hunt” where students write a 5 step plan for another student to locate an item in the room
* Create “How To” for their procedure of choice
* Modified questions
* Vocabulary cards/matching cards
* Word bank
* Audio book
* Magazine (ie: National Geographic kids)
* Online resources of informational text
* Graphic organizers/webs
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Varied texts available at appropriate level and lexile range for student
* Vocabulary matching sort
* Play “Directional Scavenger Hunt” where students write a 5 step plan for another student to locate an item in the room
* Create “How To” for their procedure of choice
* Modified questions
* Vocabulary cards/matching cards
* Word bank
* Audio book
* Magazine (ie: National Geographic kids)
* Online resources of informational text
* Graphic organizers/webs
* Refer to each student’s IEP for more specific modifications
 | * Varied texts available at appropriate level and lexile range for student
* Online resources
* Peer work
* Vocabulary matching sort
* Play “Directional Scavenger Hunt” where students write a 5 step plan for another student to locate an item in the room
* Create “How To” for their procedure of choice
* Modified questions/assignments
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 4**

**Reading Standards for Informational Text**

**Standard RI 4.4**

| **Essential Question(s):** How do readers determine the meaning and use of content specific vocabulary?  |
| --- |
| **Vocabulary:** glossary, dictionary, context clues |
| **Reading Informational Text** |
| **NJSLS Anchor Standard: Craft and Structure** |
| **Anchor Standard 4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| **Standard: RI. 4.4** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | * Determine meaning of domain-specific words through the use of context clues, glossary, dictionary, or other technological resources
 | * Model the identification of context clues
* Model dictionary use and explain how to choose the appropriate definition
* Have students match words or phrases to definitions using manipulatives (i.e. memory game, crosswords, picture connections)
 | * Students determine the meaning of domain-specific words or phrases, such as crust, mantle, magma, and lava,and important general academic words and phrases that appear in Seymour Simon’s Volcanoes.
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Be detectives and search through informational texts to identify words they don’t know and utilize classroom resources to define each word (ie: dictionaries, internet resource, etc)
* “Context Clue” tic-tac-toe (define a word using context clues in order to fill in a box)
* “Context Clues Cubed” students will fill in three boxes with the following information: word, definition in their own words, word used in a sentence
* Greek and Latin root word sort (provide definition for students)
 | * Varied texts available at appropriate level and lexile range for student
* Modified questions
* Vocabulary cards/matching cards
* Word bank
* Audio book
* Magazine (ie: National Geographic kids)
* Online resources of informational text
* Graphic organizers/webs
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Varied texts available at appropriate level and lexile range for student
* Modified questions
* Vocabulary cards/matching cards
* Word bank
* Audio book
* Magazine (ie: National Geographic kids)
* Online resources of informational text
* Graphic organizers/webs
* Refer to each student’s IEP for more specific modifications
 | * Varied texts available at appropriate level and lexile range for student
* Modified questions/assignments
* Vocabulary cards/matching cards
* Word bank
* Audio book
* Magazine (ie: National Geographic kids)
* Online resources of informational text
* Graphic organizers/webs
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 4**

**Reading Standards for Informational Text**

**Standard RI 4.5**

| **Essential Question(s):** How do readers use text features to locate information?  |
| --- |
| **Vocabulary:** key word, hyperlink, text features, search tools, glossary, table of contents, index, headers, sidebars, tabs |
| **Reading Informational Text** |
| **NJSLS Anchor Standard: Craft and Structure** |
| **Anchor Standard 5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| **Standard: RI. 4.5** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 5. 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. | * Recognize what structure is used to organize the text

 - chronological order - compare/contrast - cause/effect- problem/solution  | Teach various structures that are used to organize text and the characteristics of these structures  | * Students will view online texts on the SmartBoard, iPads, or computers from the following sources;
* ThinkCentral
* National Geographic Kids
* Scholastic News
* PBS kids
* Sports Illustrated Kids
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create their own webpage including all text features
* “How To” create a webpage (provide option of paper or technology)
* Revise and add in text features to a personal writing piece
* Create a researched based nonfiction book including text features
 | * Varied texts available at appropriate level and lexile range for student
* Text Features Bingo
* Create a booklet or foldable
* Create a pamphlet
* Physically matching text feature to online source shown on SmartBoard
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Varied texts available at appropriate level and lexile range for student
* Text Features Bingo
* Create a booklet or foldable
* Create a pamphlet
* Physically matching text feature to online source shown on SmartBoard
* Refer to each student’s IEP for more specific modifications
 | * Varied texts available at appropriate level and lexile range for student
* Text Features Bingo
* Create a booklet or foldable
* Create a pamphlet
* Physically matching text feature to online source shown on SmartBoard
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 4**

**Reading Standards for Informational Text**

**Standard RI 4.6**

| **Essential Question(s):** How do readers analyze point of view and/or purpose? |
| --- |
| **Vocabulary:** compare, contrast, point of view, opposing viewpoints  |
| **Reading Informational Text** |
| **NJSLS Anchor Standard: Craft and Structure** |
| **Anchor Standard 6:** Assess how point of view or purpose shapes the content and style of a text. |
| **Standard: RI. 4.6** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | * Compare and contrast first and third person accounts and the information that theses sources provide
 | * Provide examples of firsthand and second hand accounts
* Teach how information provided from sources can vary
* Use graphic organizer: Venn-Diagram
 | * Students compare and contrast a firsthand account of African American ballplayers in the Negro Leagues to a secondhand account of their treatment found in books such as Kadir Nelson’s We Are the Ship: The Story of Negro League Baseball, attending to the focus of each account and the information provided by each.
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create video with peer, each taking the side of a firsthand and secondhand account from the same historical event
* T-Chart using on leveled books: listing how they identify with the firsthand and secondhand account of the event
* Interview peers and record whether they agree or disagree with their point of view
* Respond to a movie critique (the actor’s critique and the critic’s critique)
 | * Varied texts available at appropriate level and lexile range for student
* Write a blog entry describing the character’s point of view (ie: Jackie Robinson during his baseball career)
* Interview peers and record whether they agree or disagree with their point of view
* Respond to a letter to the editor: essay format
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Varied texts available at appropriate level and lexile range for student
* Interview peers and record whether they agree or disagree with their point of view
* Write a blog entry describing the character’s point of view (ie: Jackie Robinson during his baseball career)
* Respond to a letter to the editor: essay format
* Refer to each student’s IEP for more specific modifications
 | * Varied texts available at appropriate level and lexile range for student
* Respond to a letter to the editor: essay format
* Write a blog entry describing the character’s point of view (ie: Jackie Robinson during his baseball career)
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 4**

**Reading Standards for Informational Text**

**Standard RI 4.7**

| **Essential Question(s):** How do readers use information from illustrations and text to demonstrate understanding?  |
| --- |
| **Vocabulary:** diagram, key, legend, captions, symbols  |
| **Reading Informational Text** |
| **NJSLS Anchor Standard: Integration of Knowledge and Ideas**  |
| **Anchor Standard 7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\* |
| **Standard: RI. 4.7** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | * Determine why graphs, titles, timelines, maps and other visual aids are included in a text

Determine how the information provided in various formats differ from one another  | * Ask leading questions which will compare and contrast how data/visual aids are presented
* Compare written form of data to the visual form of that same data
 | Choose from the following:* History.com
* Scholastic News
* National Geographic
* National Geographic Kids
* PBS kids
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Choose illustration and create questions for a peer to answer
* Current event article with an illustration and create a 5W Question Quiz
* Choose BrainPopJr topic of choice and complete the quiz
* Create a graph based on researched information on topic of choice <http://nces.ed.gov/nceskids/createagraph/>
* Choose a place of choice and create a map to accompany, including symbols, map key and captions.
* Find a nonfiction text of choice about a topic, event or place (ie: natural disaster) and locate a map to provide visual aid
 | * Varied texts available at appropriate level and lexile range for student
* Answer teacher created questions based on leveled article and illustration in small group
* View images and create captions
* View article or video on iPad in small groups and identify 5 key facts
* Using a Robert L Craig school map, students must create multi-step directions for a peer to follow in order to navigate from one place of the school to another
* <http://www2.smarttutor.com/player/swf/Geometry_LocationsGrid_L3_V1_t4a.swf>
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Varied texts available at appropriate level and lexile range for student
* Answer teacher created questions based on leveled article and illustration in small group
* View images and create captions
* View article or video on iPad in small groups and identify 5 key facts
* Using a Robert L Craig school map, students must create multi-step directions for a peer to follow in order to navigate from one place of the school to another
* <http://www2.smarttutor.com/player/swf/Geometry_LocationsGrid_L3_V1_t4a.swf>
* Refer to each student’s IEP for more specific modifications
 | * Varied texts available at appropriate level and lexile range for student
* Answer teacher created questions based on leveled article and illustration in small group
* View images and create captions
* View article or video on iPad in small groups and identify 5 key facts
* Using a Robert L Craig school map, students must create multi-step directions for a peer to follow in order to navigate from one place of the school to another
* <http://www2.smarttutor.com/player/swf/Geometry_LocationsGrid_L3_V1_t4a.swf>
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 4**

**Reading Standards for Informational Text**

**Standard RI 4.8**

| **Essential Question(s):** How do readers determine and make meaning of the arguments/claims presented in a text? |
| --- |
| **Vocabulary:** cause and effect, sequence, connections |
| **Reading Informational Text** |
| **NJSLS Anchor Standard: Integration of Knowledge and Ideas**  |
| **Anchor Standard 8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| **Standard: RI. 4.8** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 8. Explain how an author uses reasons and evidence to support particular points in a text. | * Identify evidence that shows support of a particular point
* Explain why the author selects specific examples to support a point
 | * Provide examples of support of a particular point
 | Choose from the following:* Standards Solutions
* Leveled Nonfiction Text
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Read provided text and locate a multimedia text that either compares or contrasts the original text. Student must identify whether or not it’s a comparison or a contrasting text.
* Complete a diagram that compares and contrasts two different texts and complete an essay
* Read a biography of choice on level and create a timeline of the person’s major events (interactive or paper and pencil)
* Create an Instragram Page for a person of choice; include pictures of at least 7 influential moments, hashtag events, reactions and emotions related to the illustration
 | * Varied texts available at appropriate level and lexile range for student
* Sequence of event sort
* Physical sequence of event sort (each student represents an event and must work together to put themselves in the correct sequential order)
* Cause/Effect matching
* Teacher selected article and identify either cause or effect
* Choose 3 BrainpopJr/Brainpop videos and explain the importance of each video within small groups
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Varied texts available at appropriate level and lexile range for student
* Answer teacher created questions based on leveled article and illustration in small group
* Sequence of event sort
* Physical sequence of event sort (each student represents an event and must work together to put themselves in the correct sequential order)
* Cause/Effect matching
* Teacher selected article and identify either cause or effect
* Choose 3 BrainpopJr/Brainpop videos and explain the importance of each video within small groups
* Refer to each student’s IEP for more specific modifications
 | * Varied texts available at appropriate level and lexile range for student
* Answer teacher created questions based on leveled article and illustration in small group
* Sequence of event sort
* Physical sequence of event sort (each student represents an event and must work together to put themselves in the correct sequential order)
* Cause/Effect matching
* Teacher selected article and identify either cause or effect
* Choose 3 BrainpopJr/Brainpop videos and explain the importance of each video within small groups
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 4**

**Reading Standards for Informational Text**

**Standard RI 4.9**

| **Essential Question(s):** How do readers make connections or determine differences and/or similarities among texts of the same topic?  |
| --- |
| **Vocabulary:** compare, contrast, key detail, outline  |
| **Reading Informational Text** |
| **NJSLS Anchor Standard: Integration of Knowledge and Ideas**  |
| **Anchor Standard 9:** Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| **Standard: RI. 4.9** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably. | * Combine important details presented in two texts on the same topic
 | * Provide students with examples of various texts on the same topic
* Provide discussion or writing opportunities in which students can synthesis ideas from various texts
 | Choose from the following:* History.com
* Scholastic News
* National Geographic
* National Geographic Kids
* PBS kids
* Leveled Library
* Standards Solutions
* SAAVAS MyView
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Read provided text and locate a multimedia text that compares to the original text and explain why
* Search online for one topic and two multimedia texts and write an essay on their similarities
* Create a video that would coincide with the topic of a previously read text
* Provide student with 5 different topics (ie: weather, racism, etc) students must find two videos that relate to each of the topics and write a one paragraph summary stating the videos similarities
 | * Varied texts available at appropriate level and lexile range for student
* View two videos and identify similar themes
* Match titles of text that would be similar in content (provide students with the first few examples and then allow them to identify their own)
* Sort nonfiction texts based on themes/content within your leveled library and write a description as to why they are categorized together
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Varied texts available at appropriate level and lexile range for student
* View two videos and identify similar themes
* Match titles of text that would be similar in content (provide students with the first few examples and then allow them to identify their own)
* Sort nonfiction texts based on themes/content within your leveled library and write a description as to why they are categorized together
* Refer to each student’s IEP for more specific modifications
 | * Varied texts available at appropriate level and lexile range for student
* View two videos and identify similar themes
* Match titles of text that would be similar in content (provide students with the first few examples and then allow them to identify their own)
* Sort nonfiction texts based on themes/content within your leveled library and write a description as to why they are categorized together
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 4**

**Reading Standards for Informational Text**

**Standard RI 4.10**

| **Essential Question(s):** How do readers understand information texts in all subject areas?  |
| --- |
| **Vocabulary:** N/A  |
| **Reading Informational Text** |
| **NJSLS Anchor Standard: Range of Reading and Level of Text Complexity**  |
| **Anchor Standard 10:** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. |
| **Standard: RI. 4.10** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. | * Comprehend informational text at grade level proficiency
 | * Expose students to grade level informational text
* Scaffold reading and comprehension as needed
 | Choose from the following:* History.com
* Scholastic News
* National Geographic
* National Geographic Kids
* PBS kids
* Leveled Library
* Standards Solutions
* SAAVAS MyView
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Choose favorite informational topic and create any multimedia resource to present final product (Haiku Deck, Powerpoint, iMovie, Blog, EdMoto)
* Choose two opposing nonfiction topics and create a 5 paragraph essay comparing and contrasting both
* Create a newspaper article or blog incorporating all text features
* Create their own nonfiction book based on researched information; including as many text features as possible
 | * Varied texts available at appropriate level and lexile range for student
* Choose topic, research and create a nonfiction book
* Choose an animal, place or object and create a labeled poster based on the researched information (include necessary text features). Write a short passage to represent that information
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Varied texts available at appropriate level and lexile range for student
* Choose topic, research and create a nonfiction book
* Choose an animal, place or object and create a labeled poster based on the researched information (include necessary text features) Write a short passage to represent that information
* Refer to each student’s IEP for more specific modifications
 | * Varied texts available at appropriate level and lexile range for student
* Choose topic, research and create a nonfiction book
* Choose an animal, place or object and create a labeled poster based on the researched information (include necessary text features) Write a short passage to represent that information
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 4**

**Foundational Skills**

**Standard RF 4.3**

| **Essential Question(s):** How do readers apply phonics to decode words?  |
| --- |
| **Vocabulary:** syllable,root, prefix, suffix |
| **Foundational Skills**  |
| **Area: Phonics and Word Recognition**  |
| **NJSLS Standard: RF.4.3** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 3. Know and apply grade-level phonics and word analysis skills in decoding words. |
| a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | * Apply letter-sound knowledge when decoding words
* Divide words into syllables
* Determine parts of a word including roots, prefixes, suffixes, and their meaning
 | * Encourage students to “sound-out” unfamiliar words by employing phonics knowledge
* Review syllable patterns
* Teach students how meanings of prefixes and suffixes can be used to determine word meaning
* Create prefix and suffix chart/word wall
* Have students create personal lists of common prefixes and suffixes
 |  |

**Language Arts Curriculum: Grade 4**

**Foundational Skills**

**Standard RF 4.4**

| **Essential Question(s):** How do readers improve fluency to support comprehension?  |
| --- |
| **Vocabulary:** prose, poetry, accuracy, rate, expression, self-correct, fluency, decode |
| **Foundational Skills**  |
| **Area: Fluency**  |
| **NJSLS Standard: RF.4.4** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 4. Read with sufficient accuracy and fluency to support comprehension. |
| a. Read grade-level text with purpose and understanding. | * Employ reading strategies while reading independently and aloud

- Pre-reading: prediction  making, setting a purpose *-* During reading: ask  questions, make connections - After reading: summarize | * Model strategies good readers use (questioning, re-reading, using context clues)
* Employ a variety of reading formats:
* student guided reading
* peer reading
* teacher read-aloud
 |  |
| b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression | * Read prose and poetry orally with
* Accuracy
* Appropriate Rate
* Expression
 | * Model fluent reading with proper pacing, emphasis, and expression
* Complete running records and fluency tests
 |  |
| c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | * Use context clues when decoding and determining word meaning
 | * Discuss strategies to confirm word recognition or self-correct miscues
* Using context clues
* Rereading
* Model rereading to correct errors
* "How can the other words in the sentence help us identify new words?"
 |  |

**Language Arts Curriculum: Grade 4**

**Writing**

**Standard W.4.1**

| **Essential Question(s):** How do writers use valid evidence to support claims? |
| --- |
| **Vocabulary:** linking words, claim, conclusion, supporting evidence, rubric, valid, peer editing |
| **Writing**  |
| **NJSLS Anchor Standard: Text Types and Purpose** |
| **Anchor Standard 1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| **NJSLS Standard: W.4.1** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons  |
| a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. | * Write an opening statement expressing personal opinion

Identify related ideas | * Use graphic organizers (i.e. KWL chart, Pro/Con list,

 Opinion/Supporting Evidence, web) * Provide blank template for organizational structure

(State opinion) * Introduce writing rubric
 | * Teacher’s College Writing Workshop
* TimeForKids.com
* LearnZillion
* SAAVAS MyView
* Smart Exchange (if applicable)
 |
| b. Provide reasons that are supported by facts from texts and/or other sources. | * Brainstorm reasons that support opinion (reference text when appropriate)
* Identify and write valid reasons
 | * Use graphic organizers (i.e. Opinion/Supporting Evidence, outline)
* Provide template for organizational structure

 (Include valid reasons)  |
| c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). | * Use linking words and phrases when drafting the body
 | * Create word wall/ word rings
* Use cloze activity for linking words
* Provide template for drafting
 |
| d. Provide a conclusion related to the opinion presented. | * Draft a conclusion to support opening statement
* Peer edit using rubric
 | * Use graphic organizer (i.e. Opinion/Support/Conclusion)
* Use rubric for scoring
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Write a rebuttal to a peer’s opinion piece
* Conduct a debate among group
* Identify and collaborate with a peer with similar view points
* Revise and edit using higher level linking words (independently and with peer)
* Rank their reasons on a given topic (ie: cell phones in school, school uniforms) from strongest to weakest with explanation for each
* Create multimedia advertisement to support opinion on topic
 | * Complete Venn diagram on two opposing topics
* Complete an essay template
* Modeling
* Video tutorials
* Brainstorming template (main idea supporting details)
* Paragraph template
* List of transitional phrases
* Checklist
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Complete Venn diagram on two opposing topics
* Complete an essay template
* Modeling
* Video tutorials
* Checklist
* Brainstorming template (main idea supporting details)
* Paragraph template
* List of transitional phrases
* Refer to each student’s IEP for more specific modifications
 | * Complete Venn diagram on two opposing topics
* Complete an essay template
* Modeling
* Video tutorials
* Checklist
* Brainstorming template (main idea supporting details)
* Paragraph template
* List of transitional phrases
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 4**

**Writing**

**Standard W.4.2**

| **Essential Question(s):** How do writers explore topics and convey ideas? |
| --- |
| **Vocabulary:** domain-specific, multi-media |
| **Writing**  |
| **NJSLS Anchor Standard: Text Types and Purpose** |
| **Anchor Standard 2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **NJSLS Standard: W.4.2** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. |
| a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. | * Choose and refine topic and gather information from texts
* Sort relevant information
* Use illustrations and mulit-media to support topic
 | * Teach students to create a web
* Teach students how to take notes: post-its, note cards, etc.
* Model how to support text with illustrations (student created or found through research)
* Introduce writing rubric
 | * Teacher’s College Writing Workshop
* TimeForKids.com
* LearnZillion
* SAAVAS MyView
* Smart Exchange (if applicable)
 |
| b. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. | * Add supporting facts, definitions, details, quotations, or other information
 | * Create outline including supporting details
 |
| c. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). | * Use linking words and phrases when drafting the body to connect ideas

Use outline to draft writing sample  | * Create word wall/word rings
* Use cloze activity for linking words
 |
| d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | * Include vocabulary words that explain the topic
 | * Provide students with list of domain-specific vocabulary words
 |  |
| e. Provide a conclusion related to the information or explanation presented. | * Draft a conclusion to support topic’
* Peer edit using rubric
 | * Use rubric for scoring
 |  |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create a commercial “selling” the idea of your essay – Peers can write a rebuttal
* Research vocabulary related to topic and create a glossary
* Conduct a debate among group
* Create a newspaper article on a real life issue
* Revise and edit using higher level linking words (independently and with peer)
* Create advertisement/flyer to support opinion on topic
 | * Complete Venn diagram on two opposing topics
* Fact/Opinion activity
* Create a flyer supporting opinion or facts based on topic
* Complete an essay template
* Modeling
* Video tutorials
* Color coded organizational folders (each color represents a paragraph within the essay)
* Brainstorming template (main idea supporting details)
* Paragraph template
* List of transitional phrases
* Checklist
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Complete Venn diagram on two opposing topics
* Fact/Opinion activity
* Complete an essay template
* Create a flyer supporting opinion or facts based on topic
* Modeling
* Video tutorials
* Color coded organizational folders (each color represents a paragraph within the essay)
* Checklist
* Brainstorming template (main idea supporting details)
* Paragraph template
* List of transitional phrases
* Refer to each student’s IEP for more specific modifications
 | * Complete Venn diagram on two opposing topics
* Fact/Opinion activity
* Complete an essay template
* Create a flyer supporting opinion or facts based on topic
* Modeling
* Video tutorials
* Color coded organizational folders (each color represents a paragraph within the essay)
* Checklist
* Brainstorming template (main idea supporting details)
* Paragraph template
* List of transitional phrases
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 4**

**Writing**

**Standard W.4.3**

| **Essential Question(s):** How do writers develop effective narratives?  |
| --- |
| **Vocabulary:** story elements, sequence, rubric, dialogue, transition words, conclusions, peer editing  |
| **Writing**  |
| **NJSLS Anchor Standard: Text Types and Purpose** |
| **Anchor Standard 3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| **Standard: W.4.3** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. |
| a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | * Develop basic story elements and organize in a logical sequence
 | * Review basic story elements (setting, characters, plot, conflict, and resolution)
* Use graphic organizers: Prewriting ( i.e. planning chart, brainstorming web)
* Introduce writing rubric (NJDOE holistic scoring rubric)
 | * Choose from the following mentor texts: <http://webcache.googleusercontent.com/search?q=cache:OIRk9opTBQQJ:www.d11.org/Instruction/Literacy.LanguageArts/Documents/K-5%2520Writing%2520Resources/3rd%2520Grade%2520Units%2520of%2520Study/3rd%2520Grade/Third%2520Grade_Narrative_MentorTexts.docx+&cd=1&hl=en&ct=clnk&gl=us&client=safari>
* LearnZillion
* SAAVAS MyView
* Smart Exchange (if applicable)
* Standards Solutions
* Leveled Library
 |
| b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. | * Integrate dialogue, descriptions, thoughts and feelings into draft
* Use plot/conflict to develop characters
 | * Review writing dialogue and using vivid language
* Conduct mini-lesson on quotation marks

  |
| c. Use a variety of transitional words and phrases to manage the sequence of events. | * Integrate transitional words into writing to create proper sequence
 | * Teach appropriate transition words
* Create word Wall
* Use sequencing activity
 |
| d. Use concrete words and phrases and sensory details to convey experiences and events precisely. | * Enhance writing using specific examples and vivid details
 | * Provide lesson on editing- how to include additional details in writing (post-its to add additional concrete words/[phrases and details)
 |
| e. Provide a conclusion that follows from the narrated experiences or events.  | * Teach strategies for ending narrative
* Draft a conclusion to convey universal lesson
* Peer edit using rubric
 | * Model development of possible endings
* Score using rubric
 |  |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create an alternate ending for a peer’s narrative piece
* Change genre of peer’s writing piece (ie: if student’s narrative is fictional, partner must write it in the form of a fantasy)
* Create a play including dialogue, sequence of events and problem/solution
 | * Interactive dialogue activity
* Sequence of events comic strip including narrative components
* Kinesthetic dialogue practice (hand gestures/sound effects that represent quotation marks, commas, periods, exclamation points, question mark and capital letters)
* Fact/Opinion activity
* Modeling
* Video tutorials
* Brainstorming template
* Paragraph template
* List of transitional phrases
* Checklist
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Interactive dialogue activity
* Sequence of events comic strip including narrative components
* Kinesthetic dialogue practice (hand gestures/sound effects that represent quotation marks, commas, periods, exclamation points, question mark and capital letters)
* Fact/Opinion activity
* Modeling
* Video tutorials
* Checklist
* Brainstorming template (main idea supporting details)
* Paragraph template
* List of transitional phrases
* Refer to each student’s IEP for more specific modifications
 | * Interactive dialogue activity
* Sequence of events comic strip including narrative components
* Kinesthetic dialogue practice (hand gestures/sound effects that represent quotation marks, commas, periods, exclamation points, question mark and capital letters)
* Fact/Opinion activity
* Modeling
* Video tutorials
* Checklist
* Brainstorming template (main idea supporting details)
* Paragraph template
* List of transitional phrases
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 4**

**Writing**

**Standard W.4.4**

| **Essential Question(s):** How do writers create effective pieces of writing?  |
| --- |
| **Vocabulary:** purpose, audience, prompt, draft, writing process, annotate, rubric |
| **Writing**  |
| **NJSLS Anchor Standard: Production and Distribution of Text**  |
| **Anchor Standard 4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **NJSLS Standard: W.4.4** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | * Understand various writing situations including:
* Prompt
* Purpose
* Audience
* Complete writing process to create drafts according to situation
 | * Teach students how to annotate prompt (i.e. highlight, underline)
* Discuss interpretation of prompts
* Review steps of the writing process
* Review NJDOE writing rubric
 | * Standards Solutions Prompts:

-Narrative Tasks-Literary Analysis -Research Simulation * PARCC website
* LearnZillion
* SAAVAS MyView
* Smart Exchange (if applicable)
* Standards Solutions
* Personal/Peer writing pieces
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Peer editing: speaking and listening activity
* Create a student checklist
* Tips to revising poster
* Demonstrate how to answer a PARCC related writing task (journal, powerpoint, etc)
* Revise and edit peer writing pieces based on provided rubric; focusing on organization and purpose
 | * Sequence of events comic strip including narrative components
* Kinesthetic dialogue practice (hand gestures/sound effects that represent quotation marks, commas, periods, exclamation points, question mark and capital letters)
* Modeling
* Video tutorials
* Time transition activity (representing intervals of time or transition within a story)
* Provide revising/editing checklist
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Sequence of events comic strip including narrative components
* Kinesthetic dialogue practice (hand gestures/sound effects that represent quotation marks, commas, periods, exclamation points, question mark and capital letters)
* Modeling
* Video tutorials
* Time transition activity (representing intervals of time or transition within a story)
* Provide revising/editing checklist
* Refer to each student’s IEP for more specific modifications
 | * Sequence of events comic strip including narrative components
* Kinesthetic dialogue practice (hand gestures/sound effects that represent quotation marks, commas, periods, exclamation points, question mark and capital letters)
* Modeling
* Video tutorials
* Create your own checklist related to prompt
* Time transition activity (representing intervals of time or transition within a story)
* Provide revising/editing checklist
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 4**

**Writing**

**Standard W.4.5**

| **Essential Question(s):** How do writers use the writing process to improve text?  |
| --- |
| **Vocabulary:** writing process, pre-write, draft, edit, revise |
| **Writing**  |
| **NJSLS Anchor Standard: Production and Distribution of Text** |
| **Anchor Standard 5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| **NJSLS Standard: W.4.5** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. | * Work through each phase of the writing process to create final product
 | * Review writing process (pre-write, draft, edit, revise)
* Provide visual of the steps of the writing process (writing chart/poster)
* Review NJDOE writing rubric
 | * Standards Solutions Prompts:
* Narrative Tasks
* Literary Analysis
* Research Simulation
* PARCC website
* LearnZillion
* SAAVAS MyView
* Smart Exchange (if applicable)
* Standards Solutions
* Personal/Peer writing pieces
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Revise and edit a higher grade level writing piece with a peer
* “Find & Fix” activity – student creates a poorly written piece (and answer key of incorrect work) that their peer must revise and edit
* powerpoint, etc)
* Revise and edit peer writing pieces based on provided rubric; focusing on organization and purpose
* Complete the following interactive games from the list: <http://it.sps.lane.edu/students/writing/Writing_35/35revision.html>
 | * Create a “How To” checklist based on writing prompt
* Sequence of events comic strip including narrative components
* Video tutorials
* List of transitional phrases
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Create a “How To” checklist based on writing prompt
* Sequence of events comic strip including narrative components
* Video tutorials
* List of transitional phrases
* Refer to each student’s IEP for more specific modifications
 | * Sequence of events comic strip including narrative components
* Video tutorials
* List of transitional phrases
* Create a “How To” checklist based on writing prompt
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 4**

**Writing**

**Standard W.4.6**

| **Essential Question(s):** How do writers use technology to facilitate writing and collaboration? |
| --- |
| **Vocabulary:** collaborate, document, internet |
| **Writing**  |
| **NJSLS Anchor Standard: Production and Distribution of Text** |
| **Anchor Standard 6:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| **NJSLS Standard: W.4.6** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | * Create text using word processing system to type a one page document
* Access internet resources when completing writing task
* Collaborate with peers when using technology in writing
 | * Access computer lab
* Review keyboarding skills
* Teach how internet can be used as a valuable resource in writing
* Provide opportunities for collaboration in writing
 | * Standards Solutions Prompts:
* Narrative Tasks
* Literary Analysis
* Research Simulation
* PARCC website
* LearnZillion
* SAAVAS MyView
* Smart Exchange (if applicable)
* Standards Solutions
* Personal/Peer writing pieces
* Kidblog
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Students will draft an email and attach their writing piece and send to a peer in order to publish and interact with others
* Draft and compose an email to a teacher in the building (narrative, informational, persuasive)
* Kidblog a narrative and conduct open dialogue with friends on your post
* Revise and edit peer emails
* Create a pamphlet or brochure based on a previously written piece on the computer or iPad on any chosen topic
* Create and type a play on the computer with a peer
 | * Kidblog a writing piece and comment other’s blogs. Conduct open dialogue with friends on your post
* Create “How To” for creating a Microsoft Word document
* Video tutorial on drafting an email
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Kidblog a writing piece and comment other’s blogs. Conduct open dialogue with friends on your post
* Create “How To” for creating a Microsoft Word document
* Video tutorial on drafting an email
* Refer to each student’s IEP for more specific modifications
 | * Kidblog a writing piece and comment other’s blogs. Conduct open dialogue with friends on your post
* Create “How To” for creating a Microsoft Word document
* Video tutorial on drafting an email
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 4**

**Writing**

**Standard W.4.7**

| **Essential Question(s):** How do writers conduct research to demonstrate understanding of a subject?  |
| --- |
| **Vocabulary:** research, internet, website, search engine, sources, citation, plagiarism |
| **Writing**  |
| **NJSLS Anchor Standard: Research and Build Present Knowledge**  |
| **Anchor Standard 7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |
| **NJSLS Standard: W.4.7** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. | * Use internet to find topic-specific information
* Visit various websites on topic to gather information on different aspects of the topic
* Determine value of information provided
* Incorporate research findings into writing
 | * Demonstrate how research information enhances writing
* Provide instruction of basic researching skills
* Using a search engine
* Browsing text
* Teach how to properly include findings into writing (plagiarism)
* Basic level of source citation
 | * ReadWorks.org
* Standards Solutions
* Leveled Library
* Media Center
* Internet Resources (National Geographic, History, etc)
* Magazines (Sports Illustrated Kids, Scholastic News, etc)
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create multimedia presentation and link video that supports topic
* Create an EdMoto “Facebook Page” on a researched topic (ie: Martin Luther King Jr, Kangaroo, Hawaii etc)
* Create a video that presents researched topic
* Create a nonfiction book based on researched topic
* Hypothesize higher order thinking questions based on researched topic
 | * Create labeled diagram presenting the researched topic
* Formulate questions related to topic
* Generate a quiz (paper or technology based)
* Integrate illustrations that support student created nonfiction book
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Create labeled diagram presenting the researched topic
* Formulate questions related to topic
* Generate a quiz (paper or technology based)
* Integrate illustrations that support student created nonfiction book
* Refer to each student’s IEP for more specific modifications
 | * Create labeled diagram presenting the researched topic
* Formulate questions related to topic
* Generate a quiz (paper or technology based)
* Integrate illustrations that support student created nonfiction book
* Video tutorial on drafting an email
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 4**

**Writing**

**Standard W.4.8**

| **Essential Question(s):** How do writers evaluate and use sources?  |
| --- |
| **Vocabulary:** source, research, citation |
| **Writing** |
| **NJSLS Anchor Standard: Research and Build Present Knowledge**  |
| **Anchor Standard 8:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| **NJSLS Standard: W.4.8** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplar** |
| 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. | * Refer to experiences or research from sources in writing
* Evaluate whether source is appropriate in relation to topic
* Take notes from sources (note-cards) and organize information to be included in writing
 | * Review basic researching skills
* Review citation
* Provide students with print and digital sources
* Teach effective note-taking and organizational writing skills
 | * ReadWorks.org
* Standards Solutions
* Leveled Library
* Media Center
* Internet Resources (National Geographic, History, etc)
* Magazines (Sports Illustrated Kids, Scholastic News, etc)
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Write a letter to a peer as to why plagiarism is illegal
* Research 4 different texts (multimedia, books, etc) and state how it’s a credible source with a peer
* Create a work cited page
 | * Formulate a list of what makes a source credible
* Create a poster against plagiarism
* Produce notes in their own words
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Formulate a list of what makes a source credible
* Create a poster against plagiarism
* Produce notes in their own words
* Refer to each student’s IEP for more specific modifications
 | * Formulate a list of what makes a source credible
* Create a poster against plagiarism
* Produce notes in their own words
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 4**

**Writing**

**Standard W.4.9**

| **Essential Question(s):** How do writers apply evidence from text to support conclusions? |
| --- |
| **Writing**  |
| **NJSLS Anchor Standard: Research and Build Present Knowledge**  |
| **Anchor Standard 9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| **NJSLS Standard: W.4.9** |
| **Vocabulary:** N/A |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| (Begins in Grade 4) |  |  |  |

**Language Arts Curriculum: Grade 4**

**Writing**

**Standard W.4.10**

| **Essential Question(s):** How do writers successfully create text based upon the established time frame, task, purpose and audience? |
| --- |
| **Vocabulary:** N/A |
| **Writing**  |
| **NJSLS Anchor Standard: Research and Build Present Knowledge**  |
| **Anchor Standard 10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| **NJSLS Standard: W.4.10** |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** | **Common Core Exemplars** |
| 10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | * Complete writing tasks according to determined time frame, task, purpose, and audience
 | * Teach how writing varies according to determined time frame, task, purpose, and audience
* Use a variety of prompts (i.e. persuasive, narrative)
* Vary length of writing tasks (i.e. writing process pieces vs. timed writing practice)
* Use graphic organizer (i.e. Venn-Diagram) : Extended time pieces vs. short time frame pieces
* Extended time: all steps of the writing process
* Short time frame: modified writing process
 | * ReadWorks.org
* Standards Solutions
* Leveled Library
* Media Center
* Internet Resources (National Geographic, History, etc)
* Magazines (Sports Illustrated Kids, Scholastic News, etc)
* SAAVAS MyView
 |
| **Differentiation/Accommodations/Modifications** |
| **Gifted and Talented** | **English Language Learners** | **Students with Disabilities** | **Students at Risk of School Failure** |
| * Create their own rubric
* Create their own checklist
* Develop a sequel to a previously written piece
* Design a multimedia product
* Create a work cited page (if applicable)
 | * Grade level writing exemplars
* Providing students with multiple writing tasks for final product
* Providing students with the option to type or hand write work
* Revision and editing checklists
* Rubrics
* Peer editing
* For more, see <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>
 | * Grade level writing exemplars
* Providing students with multiple writing tasks for final product
* Providing students with the option to type or hand write work
* Revision and editing checklists
* Rubrics
* Peer editing
* Refer to each student’s IEP for more specific modifications
 | * Grade level writing exemplars
* Providing students with multiple writing tasks for final product
* Providing students with the option to type or hand write work
* Revision and editing checklists
* Rubrics
* Peer editing
* Morning tutoring
* After school program
* Parental contact
 |

**Language Arts Curriculum: Grade 4**

**Speaking and Listening**

| **Essential Question(s):** How do students express thoughts and ideas in an effective manner?  |
| --- |
| **Speaking and Listening**  |
| **NJSLS Anchor Standard: Research and Build Present Knowledge**  |
| **Anchor Standard 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. |
| **NJSLS Standard: SL.4.1** |
| **Vocabulary:** collaborate, discussion  |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and* *texts*, building on others’ ideas and expressing their own clearly. |
| a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. | * Prepare for a discussion
* Read pertinent material
* Take notes (note cards)
 | * Teach and model note taking skills
 |  |
| b. Follow agreed-upon rules for discussions (e.g.,gaining the floor in respectful ways, listening toothers with care, speaking one at a time about the topics and texts under discussion). | * Practice large and small group discussions
* Reflect on discussion
 | * Establish classroom procedures for discussion including active listening, turn taking, respecting opinions, establishing roles, etc.

- Classroom contract - Classroom rule chart |  |
| c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. | * Develop effective questions
 | * Model appropriate questioning techniques
* Model appropriate questioning that links to remarks of others

  |  |
| d. Explain their own ideas and understanding inlight of the discussion. | * Verbally demonstrate understanding of discussion
* Formulate and express own ideas based on the discussion
 | * Ask questions following the discussion to monitor understanding
* “What did we learn from our discussion today on \_\_\_\_\_\_?”
 |  |

**Language Arts Curriculum: Grade 4**

**Speaking and Listening**

| **Essential Question(s):** How do readers use information presented in diverse formats to determine main ideas and supporting details?  |
| --- |
| **Speaking and Listening**  |
| **NJSLS Anchor Standard: Research and Build Present Knowledge**  |
| **Anchor Standard 2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
| **NJSLS Standard: SL4.2** |
| **Vocabulary:** main idea, supporting details |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). | * Identify main ideas and supporting details
 | * Review main ideas and supporting details
* Present information in diverse media and formats
 |  |

**Language Arts Curriculum: Grade 4**

**Speaking and Listening**

| **Essential Question(s):** How do listeners evaluate speakers? |
| --- |
| **Speaking and Listening**  |
| **NJSLS Anchor Standard: Research and Build Present Knowledge**  |
| **Anchor Standard 3:** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. |
| **NJSLS Standard: SL.4.3** |
| **Vocabulary:** elaborate |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 3. Identify the reasons and evidence a speaker provides to support particular points. | * Ask and answer questions about information presented by a speaker
* Elaborate on the points made by the speaker
 | * Teach effective questioning strategies to evaluate a speaker
* Teach students how to ask and answer higher level questions (Bloom’s Taxonomy)
 |  |

**Language Arts Curriculum: Grade 4**

**Speaking and Listening**

| **Essential Question(s):** How do speakers vary their presentation of information dependent upon the established task, purpose and audience? |
| --- |
| **Speaking and Listening**  |
| **NJSLS Anchor Standard: Presentation of Knowledge and Ideas**  |
| **Anchor Standard 4:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| **NJSLS Standard: SL.4.4** |
| **Vocabulary:** descriptive details, rubric, pace |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 4. Report on a topic or text, tell a story, or recountan experience with appropriate facts and relevant, descriptive details, speaking clearly at anunderstandable pace | * Create a presentation that includes appropriate facts and details
* Use proper pacing
 | * Model presentation skills
* Provide examples of effective speakers
* Video/audio clip
* Oral presentation rubric
 |  |

**Language Arts Curriculum: Grade 4**

**Speaking and Listening**

| **Essential Question(s):** How do students enhance a presentation?  |
| --- |
| **Speaking and Listening**  |
| **NJSLS Anchor Standard: Presentation of Knowledge and Ideas**  |
| **Anchor Standard 5:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. |
| **NJSLS Standard: SL.4.5** |
| **Vocabulary:** podcast, PowerPoint  |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 5. Add Audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.  | * Read aloud for recording
* Create visual displays
* Posters displaying facts and details
 | * Record students individually reading aloud
* Podcast
* PowerPoint
* Recordable books
 |  |

**Language Arts Curriculum: Grade 4**

**Speaking and Listening**

| **Essential Question(s):** How do students demonstrate command of formal English?  |
| --- |
| **Speaking and Listening**  |
| **NJSLS Anchor Standard: Presentation of Knowledge and Ideas**  |
| **Anchor Standard 6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English whenindicated or appropriate. |
| **NJSLS Standard: SL.4.6** |
| **Vocabulary:** N/A  |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 6. Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (eg. small-group discussion); use formal English when appropriate to task and situation. | * Speak in complete

sentences * Provide requested detail or clarification
 | * Require students to speak in complete sentences
* Model the use of standard English
* Observe and document students’ use of language
 |  |

**Language Arts Curriculum: Grade 4**

**Language**

| **Essential Question(s):** How do students effectively use the convections of standard English to convey a message?  |
| --- |
| **Language**  |
| **NJSLS Anchor Standard: Convections of Standard English**  |
| **Anchor Standard 1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| **NJSLS Standard: L.4.1** |
| **Vocabulary:** nouns and abstract nouns, pronouns, verbs and irregular verbs, adverbs (comparative and superlative), adjectives, regular and irregular plurals, verb tense, subject-verb, pronoun-antecedent, coordinating and subordinating conjunctions, simple, compound and complex sentences |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| a. Explain the function of nouns, pronouns, verbs,adjectives, and adverbs in general and their functions in particular sentences. | * Define functions of various parts of speech. (nouns, pronouns,. Verbs, adjectives and adverbs)
 | * Written Practice

 - close exercises - identifying parts of speech in a sentence* Oral Practice

  |  |
| b. Form and use regular and irregular plural nouns. | * Use grammar rules for regular plural nouns and give examples of irregular plural nouns
 | * Written Practice:

 - proofread and edit a story- then read story aloud - match singular form to plural form - sort regular and irregular nouns - identify regular and irregular nouns in a sentence* Oral Practice
 |  |
| c. Use abstract nouns (e.g., *childhood*). | * Distinguish between concrete and abstract nouns

 - Concrete noun: book  - Abstract noun: love | * Written Practice:

 - create sentence when provided a bank of abstract  nouns * Oral Practice
 |  |
| d. Form and use regular and irregular verbs. | * Use grammar rules for regular verbs and give examples of irregular verbs
 | * Written Practice:

 - proofread and edit a story- then read aloud - sort irregular and regular verbs - identify regular and irregular verbs in a sentence * Oral Practice
 |  |
| e. Form and use the simple (e.g., *I walked; I walk;**I will walk*) verb tenses. | * Use verb tenses by orally creating sentences and having students imitate aloud
 | * Review tenses in terms of time
* Written Practice

 - write a story that take place in the past/future* Oral Practice
 |  |
| f. Ensure subject-verb and pronoun-antecedentagreement.\* | * Use grammar rules for subject-verb and pronoun-antecedent agreement.
 | * Written Practice

 - proofread and edit a story- then read aloud - select the correct verb when given the subject or  select the correct pronoun with given the antecedent * Oral Practice
 |  |
| g. Form and use comparative and superlativeadjectives and adverbs, and choose between them depending on what is to be modified. | * Determine when to use the comparative or superlative forms of adjectives and adverbs
 | * Written Practice

 - proofread and edit a story- then read aloud - select the correct form of the adjective or adverb* Oral Practice
 |  |
| h. Use coordinating and subordinating conjunctions. | * Use grammar rules for the use of coordinating and subordinating conjunctions
 | * Teach student to identify conjunctions in sentences and/or paragraphs
 |  |
| i. Produce simple, compound, and complexsentences. | * Use simple, compound, and complex sentences
 | * Teach students the use of conjunctions to combine sentences
 |  |

**Language Arts Curriculum: Grade 4**

**Language**

| **Essential Question(s):** How do students effectively use the convections of standard English mechanics to convey a message? |
| --- |
| **Language**  |
| **NJSLS Anchor Standard: Convections of Standard English**  |
| **Anchor Standard 2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| **NJSLS Standard: L.4.2** |
| **Vocabulary:** capitalize, comma, dialogue, quotation mark, possessive, suffix, base word, syllable, apostrophe |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| a. Capitalize appropriate words in titles. | * Edit titles with capitalization errors
* Employ proper capitalizing rules when titling personal writing pieces

  | * Review rules for capitalization
* Introduce the use of the capitalization proofreading mark
 |  |
| b. Use commas in addresses. | * Write letters and address envelopes correctly
 | * Review convections of using commas in an address
 |  |
| c. Use commas and quotation marks in dialogue. | * Create comic strips, short plays, etc. focusing of the use of dialogue
 | * Provide examples of stories using dialogue
* Introduce the use of quotation marks
 |  |
| d. Form and use possessives. | * Distinguish between singular and plural possessive forms
 | * Teach grammar rules for forming a possessive
* Written Practice

 - proofread and edit a story- then read aloud - select the correct form of possessives  |  |
| e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled,* *cries, happiness*). | * Employ conventional spelling rules for adding suffixes
 | * Teach spelling rules for adding suffixes to base words and changing tenses
* Create word wall/word rings
* Written Practice

 - proofread and edit a story- then read aloud  |  |
| f. Use spelling patterns and generalizations (e.g., word families, position-based spellings,syllable patterns, ending rules, meaningful word parts) in writing words. | * Identify and use spelling patterns
 | * Teach features of spelling focusing on patterns and rules
* Create word wall/word rings
* Written Practice

 - proofread and edit a story with spelling errors  - crossword puzzles |  |
| g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | * Use a dictionary to edit writing
 | * Review use of reference materials
 |  |

**Language Arts Curriculum: Grade 4**

**Language**

| **Essential Question(s):** How do students use their knowledge of language to communicate effectively and increase understanding?  |
| --- |
| **Language**  |
| **NJSLS Anchor Standard: Knowledge of Language**  |
| **Anchor Standard 3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| **NJSLS Standard: L.4.3** |
| **Vocabulary:** formality, standard English |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| a. Choose words and phrases for effect.\* | * Use words to communicate effectively
 | * Teach effective word choice and provide examples
 |  |
| b. Recognize and observe differences between the conventions of spoken and written standard English. | * Recognize the difference between the formality or written language vs. spoken language
 | * Provide examples of both types of language (written language and spoken language)
 |  |

**Language Arts Curriculum: Grade 4**

**Language**

| **Essential Question(s):** How do students use context clues and word parts to clarify the meaning of unknown words?  |
| --- |
| **Language**  |
| **NJSLS Anchor Standard: Vocabulary Acquisition and Use**  |
| **Anchor Standard 4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| **NJSLS Standard: L.4.4** |
| **Vocabulary:** context clues, suffixes, prefixes, roots, glossaries, dictionaries |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. |
| a. Use sentence-level context as a clue to the meaning of a word or phrase. | * Determine word meaning based on general content of the sentence
* Annotate the sentence
 | * Demonstrate how to determine word meaning based on general content of the sentence
 |  |
| b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). | * Determine how the addition of an affix affects the meaning of a known word
 | * Teach common meaning a of prefixes and suffixes
* Demonstrate how the addition of an affix affects the meaning of a known word
 |  |
| c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*). | * Find known words within unknown word to define new word meaning
 | * Demonstrate how to use known root words to determine meaning of unknown word that contain that root
 |  |
| d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. | * Use glossaries and beginning dictionaries
 | * Model use of dictionary during read alouds when new vocabulary words are presented
* Teach dictionary skills
 |  |

**Language Arts Curriculum: Grade 4**

**Language**

| **Essential Question(s):** How do students demonstrate their understanding of word meaning when making connections between related words? |
| --- |
| **Language**  |
| **NJSLS Anchor Standard: Vocabulary Acquisition and Use**  |
| **Anchor Standard 5:** Demonstrate understanding of word relationships and nuances in word meanings. |
| **NJSLS Standard: L.4.5** |
| **Vocabulary:** literal/ non-literal meaning , shades of meaning |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings. |
| a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*). | * Identify literal and non-literal meanings of words and phrases
 | * Teach non-literal language through examples in text
* Use Amelia Bedelia series to provide examples of literal and non-literal meanings for words and phrases
 |  |
| b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). | * Make vocabulary relevant through personal connections
 | * Demonstrate understanding of word meaning by applying knowledge of a definition to real life situations
 |  |
| c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*). | * Choose words that demonstrate varying shades of meaning
 | * Teach how states of mind and degrees of certainty can vary
* Provide students with words and have them determine additional words with varying shades of meaning

 - Ex: Give the word "worried" Lower Degree: Fear Higher Degree: Brave  |  |

**Language Arts Curriculum: Grade 4**

**Language**

| **Essential Question(s):** How do student apply their knowledge of the English language to communicate most effectively? |
| --- |
| **Language**  |
| **NJSLS Anchor Standard: Vocabulary Acquisition and Use**  |
| **Anchor Standard 6:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **NJSLS Standard: L.4.6** |
| **Vocabulary:** academic language, proficiency, standard English |
| **Grade Specific Standard** | **Skills** | **Procedures and Examples** |  |
| 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). | * Use grade appropriate language and vocabulary at a level of proficiency
* Use standard English to communicate effectively
 | * Provide strategies and examples of using standard English
* Provide speaking and writing opportunities during which students can strengthen command of standard English
 |  |