



BURCH CHARTER SCHOOL OF EXCELLENCE

2020-2021

English Language Arts – Grade 4

Approved by the Burch Charter School of Excellence Board of Trustees

August 2020

MISSION STATEMENT OF BURCH CHARTER SCHOOL OF EXCELLENCE:

Burch Charter School of Excellence (BCSE) was founded in September, 2008. Our primal mission is to enable students to reach their intellectual and personal potential. We strive to instill integrity and respect in our students' in partnership with families and the community. We maintain a blended learning environment that enhances positive character traits that ensures our students become productive 21st century world citizens. The Burch Charter School of Excellence, a public school, is committed to providing best practices for educating our students in an environment that enables them to develop into critical thinkers that evolve into digital, life-long learners. Our curriculum emphasizes literacy and mathematics infused with technology.

We believe:

- Our students will be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers and complex thinkers;
- All students are entitled to opportunities to maximize their talents and abilities;
- Our ethnic and cultural diversity is our strength and prepares students for success in a global society;
- Setting high expectations for students, teachers and administrators ensures that our students successfully meet or exceed the New Jersey Student Learning Standards.
- Parents are essential partners in the education of their children;
- Maintaining a strong partnership with the Irvington community is integral to student success;
- Understanding, implementing and responding to current trends in technology is intrinsic to success in a 21st century world; In ensuring that the district has a well-trained, highly qualified and competent staff; In maintaining a safe and secure learning environment.

The underlying values and principles that drive our mission and vision are our personal responsibility, a strong work ethic, cooperation, respect for others, honesty, integrity and the firm belief that every child can learn.

Grade: Fourth	Content: English Language Arts
Unit: 1	Time Frame: 43-45 days

BCSE Curricular Framework English Language Arts – Grade 4

New Jersey Student Learning Standards: READING LITERATURE	Skills	I Can Statements
<p>RL.4.1. 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.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How can I use what I already know with what I've learned in the text to make meaning? How can I learn to read between the lines to deepen my understanding? 	<ul style="list-style-type: none"> RL.4.1.1 Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read Make personal connections, make connections to other texts, and/or make global connections when relevant Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text Refer to the text when drawing conclusions as well as when answering directly stated questions 	<ul style="list-style-type: none"> I can answer questions to show I understand important details in a story I can ask questions to show I understand important details in a story I can ask and answer questions before, during, and after reading a text
<p>RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How do I find explicit information in a story or a text? What are the characteristics of a good summary? 	<ul style="list-style-type: none"> RL.4.2. Identify the key details of a text that support the main idea Analyze the actions and thoughts of characters or speakers in texts, looking for patterns Determine the theme or main idea of the text Summarize the key points of a text Explain how the author supports main ideas in informational text with key details 	<ul style="list-style-type: none"> I can recount/retell(put in my own words)stories I can retell a fable or folktale and explain the lesson in the story
<p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How can I find context clues within a passage to help me figure out the meaning of an unknown word or phrase? 	<p>RL.4.4</p> <ul style="list-style-type: none"> Determine the meaning of words and phrases in a text Identify words that allude to mythological characters (ie: Herculean) Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) Identify metaphors and similes 	<ul style="list-style-type: none"> I can tell the meaning of words and phrases I can tell the difference between true or factual and exaggerated text I can understand sentences that may have idioms, similes, metaphors, or exaggerations

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<p>RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> What is the benefit of comparing or contrasting an event or topic told from two different points of view? 	<p>RL.4.6:</p> <ul style="list-style-type: none"> Identify the narrator’s point of view Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view 	<ul style="list-style-type: none"> I can define point of view I can determine the point of view of the narrator or character of a story I can tell my own point of view from the narrator or characters of a story I can explain how my point of view is similar to or different from a narrator or character in a story
<p>New Jersey Learning Standards</p> <p>READING INFORMATIONAL TEXT</p>	<p>Skills</p>	<p>I Can Statements</p>
<p>RI.4.1. 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.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Why is it important to use information from the text to support my inference? 	<ul style="list-style-type: none"> RI.4.1 Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read Make personal connections, make connections to other texts, and/or make global connections when relevant Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text Refer to the text when drawing conclusions as well as when answering directly stated questions 	<ul style="list-style-type: none"> I can answer questions to show that I know what I read I can answer questions about a text by referring to words and phrases in the book I can ask questions to show that I know what I read
<p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How do I distinguish between key ideas and explanatory details? 	<ul style="list-style-type: none"> RI.4.2 Identify the key details of a text that support the main idea Analyze the actions and thoughts of characters or speakers in texts, looking for patterns Determine the theme or main idea of the text Summarize the key points of a text Explain how the author supports main ideas in informational text with key details 	<ul style="list-style-type: none"> I can identify main idea in a text I can tell the difference between the main idea and details of a text I can connect details to the main ideas that they support

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<p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How can I find context clues within a passage to help me figure out the meaning of an unknown word or phrase? 	<ul style="list-style-type: none"> RI.4.4 Determine the meaning of words and phrases in a text Identify words that allude to mythological characters (ie: Herculean) Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) Identify metaphors and similes 	<ul style="list-style-type: none"> I can identify general academic and domain-specific words and phrases in a text I can locate and use references to find meaning of general words I can locate and use references to find meanings of domain-specific words
<p>RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Why is it important to know what viewpoint a story or text is told from? 	<ul style="list-style-type: none"> RI.4.6 Identify similarities and differences between firsthand and secondhand accounts Explain how the point of view impacts the delivery of information in the text 	<ul style="list-style-type: none"> I can define point of view I can determine the point of view of the author I can tell my own point of view from the author's point of view
<p>New Jersey Learning Standards FOUNDATIONAL SKILLS</p>	<p>Skills</p>	<p>I Can Statements</p>

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<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.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.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> What strategies can I use to help me decode unknown words in my reading? 	<ul style="list-style-type: none"> RF.4.3. A Identify specific strategies for decoding words in texts Apply the specific strategies for decoding and spelling multisyllabic words 	<ul style="list-style-type: none"> I can use word-decoding strategies to read unfamiliar words I can recognize that letters and combinations of letters make different sounds I can use my knowledge of consonant blends, long-vowel patterns and short vowel patterns to decode words I can analyze the structure of words by finding compound words, roots, prefixes, suffixes, and syllables I can use my analysis of word structure to help me decode unfamiliar multi-syllabic words
<p>RF.4.4.A. Read grade-level text with purpose and understanding. RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How do readers construct meaning? 	<ul style="list-style-type: none"> RF.4.4 A-C: Use various strategies to understand text and read with purpose Read grade-level poetry and prose aloud accurately Use an appropriate rate and expression when reading aloud Use various strategies to support word recognition and understanding Reread texts when appropriate to support increased accuracy, fluency, and comprehension 	<ul style="list-style-type: none"> I can read grade level text with accuracy I can make my reading sound like a conversation I can self-correct misread or misunderstood words using context clues I can self-correct misread or misunderstood words using context clues I can recognize a word I have read does not make sense within the text. I can reread with corrections when necessary
<p>New Jersey Learning Standards WRITING</p>	<p>Skills</p>	<p>I Can Statements</p>

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<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><i>W.4.1.A. Introduce the topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</i></p> <p><i>W.4.1.B. Provide reasons that are supported by facts from texts and/or other sources.</i></p> <p><i>W.4.1.C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</i></p> <p><i>W.4.1.D. Provide a conclusion related to the opinion presented.</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How do I connect points in my writing as I support my opinion? • Why is it important to support my topics with facts or proof? 	<ul style="list-style-type: none"> • W.4.1 • Organize text by using a specific organizational structure(i.e.: cause/effect chronological order, etc) • Group supporting details to support the writer's purpose • Introduce a topic or text clearly • State an opinion to be supported with evidence • Write a thesis statement to focus the writing • Logically order reasons that are supported by facts • Support the opinion with facts and details from texts or other sources • Use transitional words and phrases to connect opinions to reasons • Write a conclusion related to the opinion presented 	<ul style="list-style-type: none"> • I can determine my opinion or point of view on a topic or text • I can write an opinion about something that I have read • I can create an organizational structure to introduce my topic and opinion • I can support my opinion with details from the text that I have noted on a graphic organizer • I can connect the reasons and details with words like: because, therefore, since, and for example • I can write a conclusion to my writing
<p><i>W.4.4. 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.)</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How do I appeal to my audience with my writing? 	<ul style="list-style-type: none"> • W.4.4 • Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer's designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose 	<ul style="list-style-type: none"> • I can identify the writing style that best fits my task and purpose • I can use graphic organizers to develop my writing ideas • I can create a piece of writing that shows my understanding of a specific writing style

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<p><i>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How can I be an effective peer editor and reviser? • What tools can I use to help me to revise and edit my writing piece? 	<ul style="list-style-type: none"> • W.4.5 • Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) 	<p>When someone helps me:</p> <ul style="list-style-type: none"> • I can use prewriting strategies to formulate ideas • I can recognize that a good piece of writing requires more than one draft • I can edit to make my writing clearer • I can revise my writing to make sure I stay on topic • I can prepare a new draft with changes that strengthens my writing
<p><i>W.4.6. 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.</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How do I use digital tools to present and publish my writings? 	<ul style="list-style-type: none"> • W.4.6 • Use digital tools • Use technology for producing and publishing writing, and collaborating with others • Demonstrate proficiency in keyboarding skills • Type at least one page in a single setting 	<p>When someone helps me:</p> <ul style="list-style-type: none"> • I can use resources and technology to finish and share my work • I can work with others to create a writing project • I can use keyboarding skills to prepare my writing for publication

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<p><i>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> What strategies and tools can I use to research a topic? 	<ul style="list-style-type: none"> W.4.7 Research a topic through investigation of the topic Explore a topic in greater detail by developing a research question that helps bring focus to the topic Gather information to support a topic Select relevant information from texts to support main ideas or claims Group like ideas to organize writing 	<ul style="list-style-type: none"> I can learn new things about a topic by doing research I can write for long or short periods of time, depending on my task I can choose a writing structure to fit my task
<p><i>W.4.10. 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.</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> How do I choose one focus/topic for my writing and develop an effective writing? 	<ul style="list-style-type: none"> W.4.10 Produce numerous pieces of writing over various time frames Develop skills in research Reflect on and revise writing Develop a topic related to the content area they are writing about to reflect task, audience, and purpose. 	<ul style="list-style-type: none"> I can write for a variety of reasons I can complete a writing assignment in the time that my teacher has set for me
<p><i>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</i></p> <p><i>SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</i></p> <p><i>SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</i></p> <p><i>SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</i></p> <p><i>Discussions.</i></p>	<ul style="list-style-type: none"> Use previous knowledge to expand discussions about a topic Engage in conversations about grade-appropriate topics and texts Participate in a variety of rich, structured conversations Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc) 	<ul style="list-style-type: none"> I can bring the correct information to a discussion I can add to the discussion after listening I can stay on topic by making comments about the information being discussed I can give ideas about that information to the group discussion I can ask and answer questions about the topic

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Essential Questions: <ul style="list-style-type: none"> • How are my conversation skills dependent on the makeup of the group? • What contributions can I make to the conversation when I'm prepared and engaged? 		
<p><i>SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</i></p> Essential Questions: <ul style="list-style-type: none"> • Why do I need to think about the audience and purpose each time I speak? • How do I decide when to use formal or informal English when speaking? 	<ul style="list-style-type: none"> • SL.4.6 • Speak for a variety of purposes • Distinguish between formal and informal discourse • Adapt speech to a variety of contexts and tasks 	<ul style="list-style-type: none"> • I can recognize a complete sentence • I can speak using complete sentences when asked to provide details or clarification
New Jersey Learning Standards LANGUAGE	Skills	I Can Statements
<p><i>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p><i>L.4.1.A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</i></p> <p><i>L.4.1.B. Form and use the progressive (e.g., I was walking; I will be walking) verb tenses</i></p> Essential Questions: <ul style="list-style-type: none"> • What are relative pronouns and when are they used? What are progressive verb tenses and when are they used? 	<ul style="list-style-type: none"> • L.4.1 • Identify and define relative pronouns • Use appropriate relative pronouns and relative adverbs when writing or speaking • Identify progressive verb tenses in sentences • Select the appropriate verb tense to use when writing or Speaking 	<ul style="list-style-type: none"> • I can demonstrate the proper use of English grammar when writing or speaking • I can explain the correct use of nouns, pronouns, verbs, adjectives, and adverbs • I can make and use regular and irregular plural nouns correctly • I can use abstract nouns

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<p><i>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i> <i>L.4.2.A. Use correct capitalization.</i> <i>L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.</i></p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How can punctuation be used for effect? 	<ul style="list-style-type: none"> L.4.2.A,D Identify rules for capitalization Apply capitalization rules consistently Spell grade-appropriate words correctly Use references as needed to aid in spelling 	<ul style="list-style-type: none"> I can use the capitalization, punctuation and spelling when writing I can capitalize important words in title I can spell words that are high frequency and studied I can use spelling patterns and generalization like word families, syllable patterns, ending rules, meaningful word parts, and position based spellings I can use references material to check spelling.
<p><i>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</i> <i>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</i> <i>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases</i></p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How do I know which strategy to use to make meaning of words or phrases I don't know? 	<ul style="list-style-type: none"> L.4.4 A,C Decipher the meanings of words and phrases by using sentence context Determine the meaning of commonly used prefixes and suffixes Separate a base word from the prefix or suffix Use the definition of known prefixes and suffixes to define new words Identify the purpose and use of glossaries and dictionaries Determine the structure of glossaries and dictionaries Use both print and digital glossaries and dictionaries to define and clarify words 	<ul style="list-style-type: none"> I can determine the multiple meanings words and phrases based on a range of strategies I can use context clues to understand a meaning of a new word I can use dictionaries or the Internet to find the meaning of words and phrases
<p><i>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> How can I choose my words and phrases to help convey an idea precisely? What strategies will I use to learn and use words that are specific to the things I study? 	<ul style="list-style-type: none"> L.4.6 Use 4th grade vocabulary fluently when discussing academic or domain-specific topics Choose the most accurate word when describing actions, emotions, or states of being Choose the most accurate word when discussing a particular topic Use knowledge of synonyms and antonyms to broaden vocabulary 	<ul style="list-style-type: none"> I can use new grade level appropriate words and phrases I can use grade level appropriate words that tell when and where I can recognize the difference between general academic words and phrases and domain specific words and phrases and domain specific words and phrases

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Resources

Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.

www.pearsonrealize.com

www.pearsonsuccessnet.com

Reading Street Series-Scott Foresman

Readers and Writers Notebook

Fresh Reads Weekly Test

Decodable Readers

Leveled Readers

Districts or schools choose supplementary resources that are not considered “texts.”

www.mobymax.com

www.turtlediary.com

www.k12reader.com

www.abcya.com

www.studyisland.com

www.readwritethink.org

www.spellingcity.com

www.starfall.com

www.storylineonline.com

www.puzzlemakers.com

Differentiated Instruction

(content, process, product and learning environment)

At Risk Students

Modifications for Classroom

Pair visual prompts with verbal presentations

Use of lab or experiments to give visual representation of concept

Ask students to restate information, directions, and assignments.

English Language Learners

Modifications for Classroom

Native Language Translation
(peer, online assistive technology, translation device, bilingual dictionary)

Preteach vocabulary

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<p>Work within group or partners</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use metacognitive work</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Student may request to use a computer to complete assignments.</p> <p>Use manipulatives to examine concepts</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p>Use graphic organizers or other visual models</p> <p>Use of manipulatives to visualize concept</p> <p>Highlight key vocabulary-chart or vocabulary bank</p> <p>Use of nonverbal responses (thumbs up/down)</p> <p>Use sentence frames</p> <p>Design questions for different proficiency levels</p> <p>Utilize partners and partner talk</p>
Special Education	Gifted and Talented
<p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Preteach vocabulary</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use manipulatives and visual representation to examine</p>	<p><u>Extension Activities</u></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> <p>Create alternative assessment which requires writing, research and presentation</p>

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<p>Breakdown large assignments into smaller tasks</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Use of online component of book</p> <p>Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p>	
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Grade: Fourth		Content: English Language Arts
Unit: 2		Time Frame: 43-45 days
New Jersey Student Learning Standards: READING LITERATURE	Skills	I Can Statements
<p>RL.4.1. 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</p> <p>Essential Question: How will making an inference help me to understand the story better? Why is it important to use information from the text to support my inference?</p>	<ul style="list-style-type: none"> • RL.4.1.1 • Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read • Make personal connections, make connections to other texts, and/or make global connections when relevant • Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text • Refer to the text when drawing conclusions as well as when answering directly stated questions 	<ul style="list-style-type: none"> • I can answer questions to show I understand important details in a story • I can ask questions to show I understand important details in a story • I can ask and answer questions before, during, and after reading a text
<p>RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.</p> <p>Essential Question: How do I find explicit information in a story or a text? What are the characteristics of a good summary?</p>	<ul style="list-style-type: none"> • RL.4.2. • Identify the key details of a text that support the main idea • Analyze the actions and thoughts of characters or speakers in texts, looking for patterns • Determine the theme or main idea of the text • Summarize the key points of a text • Explain how the author supports main ideas in informational text with key details 	<ul style="list-style-type: none"> • I can recount/retell(put in my own words)stories • I can retell a fable or folktale and explain the lesson in the story

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READING INFORMATIONAL TEXT NJ Learning Standards	Skills	I can Statements
<p>RI.4.1. 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.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Why is it important to use information from the text to support my inference? 	<ul style="list-style-type: none"> RI.4.1 Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read Make personal connections, make connections to other texts, and/or make global connections when relevant Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text Refer to the text when drawing conclusions as well as when answering directly stated questions 	<ul style="list-style-type: none"> I can answer questions to show that I know what I read I can answer questions about a text by referring to words and phrases in the book I can ask questions to show that I know what I read
<p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How do I distinguish between key ideas and explanatory details? 	<ul style="list-style-type: none"> RI.4.2 Identify the key details of a text that support the main idea Analyze the actions and thoughts of characters or speakers in texts, looking for patterns Determine the theme or main idea of the text Summarize the key points of a text Explain how the author supports main ideas in informational text with key details 	<ul style="list-style-type: none"> I can identify main idea in a text I can tell the difference between the main idea and details of a text I can connect details to the main ideas that they support
<p>RI.4.3. 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.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How do I identify the events, key ideas/concepts or steps in an informational text? 	<ul style="list-style-type: none"> RI.4.3 Read text closely to identify key details Explain how or why historical events, scientific ideas or “how to” procedures Use the text to support their answers 	<ul style="list-style-type: none"> I can use specific events and ideas from the informational reading that I do to explain what happened and why I can identify events, procedures, ideas, and/or concepts in different types of text

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<p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How can I find context clues within a passage to help me figure out the meaning of an unknown word or phrase? 	<ul style="list-style-type: none"> RI.4.4 Determine the meaning of words and phrases in a text Identify words that allude to mythological characters (ie: Herculean) Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) 	<ul style="list-style-type: none"> I can identify general academic and domain specific words and phrases in a text I can locate and use references to find meaning of general words I can locate and use references to find meanings of domain-specific words
<p>RI.4.5. 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.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> What are the characteristics of the chronological text structure? 	<ul style="list-style-type: none"> RI.4.5 Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc) 	<ul style="list-style-type: none"> I can describe the sequence of events, cause and effect or problem and solution in informational texts that I read I can identify and explain different structures used in informational text I can determine the overall structure found in an informational text I can describe how events, ideas, concepts, or information are
<p>RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Why is it important to know what viewpoint a story or text is told from? 	<ul style="list-style-type: none"> RI.4.6 Identify similarities and differences between firsthand and secondhand accounts Explain how the point of view impacts the delivery of information in the text 	<ul style="list-style-type: none"> <i>I can define point of view</i> <i>I can determine the point of view of the author</i> <i>I can tell my own point of view from the author's point of view</i>

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<p>RI.4.7. 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.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How do I Identify the events, key ideas/concepts or steps in an informational text? 	<ul style="list-style-type: none"> RI.4.7 Analyze information presented in various formats to identify the key details Understand what is heard, viewed, or presented through various media formats to help make meaning of the text Explain how the information presented in various formats aids to the overall meaning 	<ul style="list-style-type: none"> I can recognize that authors use various formats when presenting information I can interpret the nonfiction features and explain how the information helps my understanding of the text
<p>RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> Why is it important to know what viewpoint a story or text is told from? 	<ul style="list-style-type: none"> RI.4.8 Identify reasons and evidence an author uses to support a claim Describe how an author uses proof to support a point in the text 	<ul style="list-style-type: none"> I can locate the reasons and evidence used to support particular points in a text I can explain how the reasons and evidence support the particular points in a text
<p>RI.4.9. 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.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How can I use information from two texts on the same topic to gain a better understanding of the topic? 	<ul style="list-style-type: none"> RI 4.9 Read two texts closely on the same subject to identify key details Synthesize information from two text about the same subject in a written or oral response that demonstrates knowledge of the subject 	<ul style="list-style-type: none"> I can locate information from two texts on the same topic I can determine which pieces of information best support my topic I can integrate information from two texts to display my knowledge of the topic when writing or speaking

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New Jersey Learning Standards FOUNDATIONAL SKILLS	Skills	I Can Statements
<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.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.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How do I use context clues to determine the meaning of unknown words or phrases? How can I decode words to read better? 	<ul style="list-style-type: none"> RF.4.3. A Identify specific strategies for decoding words in texts Apply the specific strategies for decoding and spelling multisyllabic words 	<ul style="list-style-type: none"> I can use word-decoding strategies to read unfamiliar words I can recognize that letters and combinations of letters make different sounds I can use my knowledge of consonant blends, long-vowel patterns and short vowel patterns to decode words I can analyze the structure of words by finding compound words, roots, prefixes, suffixes, and syllables I can use my analysis of word structure to help me decode unfamiliar multi-syllabic words
<p>RF.4.4.A. Read grade-level text with purpose and understanding. RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How do readers adapt when text becomes more complex? 	<ul style="list-style-type: none"> RF.4.4 A-C: Use various strategies to understand text and read with purpose Read grade-level poetry and prose aloud accurately Use an appropriate rate and expression when reading aloud Use various strategies to support word recognition and understanding Reread texts when appropriate to support increased accuracy, fluency, and comprehension 	<ul style="list-style-type: none"> I can read grade level text with accuracy I can make my reading sound like a conversation I can self-correct misread or misunderstood words using context clues I can self-correct misread or misunderstood words using context clues I can recognize a word I have read does not make sense within the text. I can reread with corrections when necessary
New Jersey Learning Standards WRITING	Skills	I Can Statements

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<p>W.4.2 W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.4.2.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. W.4.2.B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. W.4.2.C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). W.4.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.4.2.E. Provide a conclusion related to the information or explanation presented.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> What process do good writers follow to create an informative/explanatory piece? 	<ul style="list-style-type: none"> W.4.2 Introduce a topic clearly Compose a clear thesis statement Group related information in paragraphs and sections Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate Purposefully select information to develop the topic Link ideas within paragraphs and sections of information using words and phrases Use transitional words and phrases Select specific language and vocabulary to convey ideas and information Provide a conclusion related to the information or explanation 	<ul style="list-style-type: none"> I can select a topic and gather information to share with my audience I can define common formatting structures and determine the best structure that will allow me to organize my information I can introduce an informational topic clearly and organized information in paragraphs and sections I can include informational text features and multimedia to help my reader to better understand my message I can use facts, definitions, details, quotations and examples to develop an informational topic I can link ideas when writing an informational piece I can use topic specific language and vocabulary to better inform my reader I can write a concluding statement or paragraph to support my topic when writing information piece
<p><i>W.4.4. 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.)</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> Why do I write? 	<ul style="list-style-type: none"> W.4.4 Produce writing that is clear and understandable to the reader Unpack writing tasks (type of writing assignment) Unpack writing purpose (the writer’s designated reason for writing) Focus the organization and development of a topic to reflect the task and purpose 	<ul style="list-style-type: none"> I can identify the writing style that best fits my task and purpose I can use graphic organizers to develop my writing ideas I can create a piece of writing that shows my understanding of a specific writing style

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<p><i>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> • What tools can I use to help me to revise and edit my writing piece? • How can I self-monitor during my writing for areas of need before I conference with the teacher? 	<ul style="list-style-type: none"> • W.4.5 • Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) 	<ul style="list-style-type: none"> • When someone helps me: • I can use prewriting strategies to formulate ideas • I can recognize that a good piece of writing requires more than one draft • I can edit to make my writing clearer • I can revise my writing to make sure I stay on topic • I can prepare a new draft with changes that strengthens my writing
<p><i>W.4.6. 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.</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How do I use digital tools to present and publish my writing? 	<ul style="list-style-type: none"> • W.4.6 • Use digital tools • Use technology for producing and publishing writing, and collaborating with others • Demonstrate proficiency in keyboarding skills • Type at least one page in a single setting 	<ul style="list-style-type: none"> • When someone helps me: • I can use resources and technology to finish and share my work • I can work with others to create a writing project • I can use keyboarding skills to prepare my writing for publication

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<p><i>W.4.8 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.</i></p>	<ul style="list-style-type: none"> • Research information from print and digital sources • Integrate information from personal experience • Take notes and organize their information into categories • List the sources used 	<ul style="list-style-type: none"> • I can recall and gather important information from print and digital sources • I can take note and organize information and list the sources that I have used • I can sort the information from my notes into provided categories • I can prepare a list of sources used during my
<p><i>W.4.10. 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.</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How do I choose one focus/topic for my writing and develop an effective writing piece? 	<ul style="list-style-type: none"> • W.4.10 • Produce numerous pieces of writing over various time frames • Develop skills in research • Reflect on and revise writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose. 	<ul style="list-style-type: none"> • I can write for a variety of reasons • I can complete a writing assignment in the time that my teacher has set for me
<p>Speaking and Listening NJ Learning Standards</p>	<p>Skills</p>	<p>I can Statements</p>

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<p><i>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</i></p> <p><i>SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</i></p> <p><i>SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</i></p> <p><i>SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</i></p> <p><i>Discussions</i></p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • In what ways are ideas communicated orally? 	<ul style="list-style-type: none"> • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc) 	<ul style="list-style-type: none"> • I can bring the correct information to a discussion • I can add to the discussion after listening • I can stay on topic by making comments about the information being discussed • I can give ideas about that information to the group discussion • I can ask and answer questions about the topic
<p><i>SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How do I listen so I can learn? • How are my conversation skills dependent on the makeup of the group? • What contributions can I make to the conversation when I'm prepared and engaged? 		<ul style="list-style-type: none"> • I can follow rules by respecting and listening to others, taking turns during a discussion • I can make connections between the comments of others
<p><i>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How do I retell what is important when listening to and/or watching a presentation? 	<p>SL.4.2</p> <ul style="list-style-type: none"> • Identify the key points and supporting details of a text presented orally • Restate the key information from a written text read aloud or information presented in multiple formats 	<ul style="list-style-type: none"> • I can listen and retell important information • I can identify information from a text being read aloud • I can identify information that is presented in different formats • I can paraphrase the information gathered to determine the main idea and support details

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<p><i>SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> What do I need to do to report on a topic or tell a story successfully? 	<p>SL.4.4</p> <ul style="list-style-type: none"> Report on a topic or text, telling a story, or recounting an event in an organized, logical manner Present information orally and in coherent, spoken sentences Use an appropriate pace when presenting Present and logically support personal opinions 	<ul style="list-style-type: none"> I can present on a topic in an organized manner, using details to support my topic I can speak clearly at an understandable pace while presenting my information
<p><i>SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</i></p> <p>Essential Questions :</p> <ul style="list-style-type: none"> Why do I need to think about the audience and purpose each time I speak? How do I decide when to use formal or informal English when speaking? 	<p>SL.4.6</p> <ul style="list-style-type: none"> Speak for a variety of purposes Distinguish between formal and informal discourse Adapt speech to a variety of contexts and tasks 	<ul style="list-style-type: none"> I can recognize a complete sentence I can speak using complete sentences when asked to provide details or clarification
<p>Language NJ Learning Standards</p>	<p>Skills</p>	<p>I Can Statements</p>
<p><i>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i></p> <p>L.4.1.C. Use modal auxiliaries (e.g., <i>can</i>, <i>may</i>, <i>must</i>) to convey various conditions.</p> <p>L.4.1.D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>Essential Question:</p> <ul style="list-style-type: none"> What are modal auxiliaries how are they used? Why is it important for me to know and follow the rules of Standard English grammar when I write or speak? 	<p>L.4.1 C,D</p> <ul style="list-style-type: none"> Identify and define modal auxiliaries appropriate modal auxiliary to convey various condition Identify adjectives in sentences to determine their purpose Place adjectives in conventional order when writing or speaking 	<ul style="list-style-type: none"> I can use relative pronouns when referring to something or someone that has been mentioned Example: The girl whose mother lives next door to us works at the hospital. I can use correct verb tense when speaking and writing (there are six tenses) Example: I am studying Math. I will be studying Math. I was studying Math. I have been studying Math. I had been studying Math. I will have been studying Math

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<p><i>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i></p> <p><i>L.4.2.B. Use commas and quotation marks to mark direct speech and quotations from a text.</i></p> <p><i>L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> How do I use commas and Quotation marks to mark direct speech or quotations from text? 	<ul style="list-style-type: none"> L.4.2.B,D Identify the format for marking direct speech and quotations Apply the rules for marking direct speech and quotations when writing Spell grade-appropriate words correctly Use references as needed to aid in spelling Select the most precise word to convey ideas 	<ul style="list-style-type: none"> I can use the capitalization, punctuation and spelling when writing I can capitalize important words in title I can spell words that are high frequency and studied I can use spelling patterns and generalization like word families, syllable patterns, ending rules, meaningful word parts, and position based spellings I can use references material to check spelling.
<p><i>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</i></p> <p><i>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</i></p> <p><i>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> How can I use context clues to determine the meaning of an unknown word? How can I choose my words and phrases to help convey an idea precisely? 	<ul style="list-style-type: none"> L.4.4 A,C Decipher the meanings of words and phrases by using sentence context Identify the purpose and use of glossaries and dictionaries Determine the structure of glossaries and dictionaries Use both print and digital glossaries and dictionaries to define and clarify words 	<ul style="list-style-type: none"> I can determine the multiple meanings words and phrases based on a range of strategies I can use context clues to understand a meaning of a new word I can use dictionaries or the Internet to find the meaning of words and phrases

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<p><i>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> How do I determine the relationship between words including synonyms and anonyms? 	<ul style="list-style-type: none"> L.4.6 Use 4th grade vocabulary fluently when discussing academic or domain-specific topics Choose the most accurate word when describing actions, emotions, or states of being Choose the most accurate word when discussing a particular topic Use knowledge of synonyms and antonyms to broaden vocabulary 	<ul style="list-style-type: none"> I can use new grade level appropriate words and phrases I can use grade level appropriate words that tell when and where I can recognize the difference between general academic words and phrases and domain specific words and phrases and domain specific words and phrases
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Resources

Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.

www.pearsonrealize.com
www.pearsonsuccessnet.com

Reading Street Series-Scott Foresman
 Readers and Writers Notebook
 Fresh Reads Weekly Test
 Decodable Readers
 Leveled Readers

Districts or schools choose supplementary resources that are not considered “texts.”

www.mobymax.com
www.turtlediary.com
www.k12reader.com
www.abcy.com
www.studyisland.com
www.readwritethink.org
www.spellingcity.com
www.starfall.com
www.storylineonline.com
www.puzzlemakers.com

Differentiated Instruction <i>(content, process, product and learning environment)</i>	
At Risk Students	English Language Learners
<u>Modifications for Classroom</u> Pair visual prompts with verbal presentations Use of lab or experiments to give visual representation of concept Ask students to restate information, directions, and assignments. Work within group or partners Repetition and practice Model skills / techniques to be mastered. Use metacognitive work Extended time to complete class work Provide copy of class notes Student may request to use a computer to complete assignments. Use manipulatives to examine concepts Assign a peer helper in the class setting Provide oral reminders and check student work during independent work time	<u>Modifications for Classroom</u> Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary) Preteach vocabulary Use graphic organizers or other visual models Use of manipulatives to visualize concept Highlight key vocabulary-chart or vocabulary bank Use of nonverbal responses (thumbs up/down) Use sentence frames Design questions for different proficiency levels Utilize partners and partner talk
Special Education	Gifted and Talented

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<p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Preteach vocabulary</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use manipulatives and visual representation to examine Breakdown large assignments into smaller tasks</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Use of online component of book</p> <p>Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p>	<p><u>Extension Activities</u></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> <p>Create alternative assessment which requires writing, research and presentation</p>
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BCSE Curricular Framework English Language Arts – Grade 4

Grade: Fourth		Content: English Language Arts
Unit: 3		Time Frame: 43-45 days
New Jersey Student Learning Standards: READING LITERATURE	Skills	I Can Statements
<p>RL.4.1. 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</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How will making an inference help me to understand the story better? Why is it important to use information from the text to support my inference? 	<ul style="list-style-type: none"> RL.4.1.1 Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read Make personal connections, make connections to other texts, and/or make global connections when relevant Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text Refer to the text when drawing conclusions as well as when answering directly stated questions 	<ul style="list-style-type: none"> I can answer questions to show I understand important details in a story I can ask questions to show I understand important details in a story I can ask and answer questions before, during, and after reading a text
<p>RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How do I find explicit information in a story or a text? What are the characteristics of a good summary? 	<ul style="list-style-type: none"> RL.4.2. Identify the key details of a text that support the main idea Analyze the actions and thoughts of characters or speakers in texts, looking for patterns Determine the theme or main idea of the text Summarize the key points of a text Explain how the author supports main ideas in informational text with key details 	<ul style="list-style-type: none"> I can recount/retell(put in my own words)stories I can retell a fable or folktale and explain the lesson in the story

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<p>RL.4.3. 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).</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How does one or more of the story element affect the text? 	<ul style="list-style-type: none"> RL.4.3 Read text closely, looking for key details regarding character, setting, or plot Analyze story elements for literal and inferential meaning Refer to the text to describe various story elements 	<ul style="list-style-type: none"> I can use specific events and ideas from the informational reading that I do to explain what happened and why I can identify characters, setting, and events in a story or drama I can locate sections of a text where characters, settings, or events are described I can use specific details from text to describe characters, settings, or event
<p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How does the author's choice and use of words affect the meaning of the text? How does the author's use of specific types of figurative language affect the meaning of the text? 	<ul style="list-style-type: none"> RL.4.4 Determine the meaning of words and phrases in a text Identify words that allude to mythological characters (ie: Herculean) Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) Identify metaphors and similes 	<ul style="list-style-type: none"> <i>I can tell the meaning of words and phrases</i> <i>I can tell the difference between true or factual and exaggerated text</i> <i>I can understand sentences that may have idioms, similes, metaphors, or exaggerations</i>

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<p>RL.4.5. 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.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why does the structure of the text matter? • What are the differences between text structures in different types of text? 	<ul style="list-style-type: none"> • RL.4.5. • Explain the differences between poems, drama, and prose • Explain how structural elements are used to create an oral or written response to a text 	<ul style="list-style-type: none"> • I can tell my teacher or a friend about the different parts of poems and plays that I read • I can recognize that poems, drama, and prose use different structural elements • I can identify common structural elements of poems and dramas • I can refer to the structural elements of a poem or dram when explaining their differences
<p>RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does the difference between first and third person influence how the story is told? • What is the benefit of comparing and contrasting an event or topic told from two different points of view? 	<p>RL.4.6:</p> <ul style="list-style-type: none"> • Identify the narrator’s point of view • Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view 	<ul style="list-style-type: none"> • <i>I can define point of view</i> • <i>I can determine the point of view of the narrator or character of a story</i> • <i>I can tell my own point of view from the narrator or characters of a story</i> • <i>I can explain how my point of view is similar to or different from a narrator or character in a story</i>

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<p>RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How do audio and visual representations express the ideas of the text? 	<ul style="list-style-type: none"> RL.4.7 Link the reading of the text to listening or viewing the same story Compare what was read to what was visualized and heard Cite textual evidence to support comparisons 	<ul style="list-style-type: none"> I can make connections between different text types I can recognize when a visual or oral presentation is based on a text I can identify where a text gives specific descriptions and directions that a visual or oral presentation uses I can determine similarities and differences between a written text and its visual or oral representation
<p>RL.4.9. 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.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How do different cultures approach stories with similar events, themes and topics? 	<ul style="list-style-type: none"> RL.4.9 Identify similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature Analyze how the theme is presented in the text Analyze the influence of culture on similar themes 	<ul style="list-style-type: none"> I can compare and contrast stories and myths From different cultures I can discuss how themes and events are similar from one story to another I can define a theme I can identify similar themes, topics and patterns of events found in stories, myths and traditional literature from different cultures treat the same theme, topic, or pattern of events
<p>READING INFORMATIONAL TEXT</p> <p>NJ Learning Standards</p>	<p>Skills</p>	<p>I can Statements</p>

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<p>RI.4.1. 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.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I use what I already know with what I've learned in the text to make meaning? • How can I learn to read between the lines to deepen my understanding? 	<ul style="list-style-type: none"> • RI.4.1 • Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read • Make personal connections, make connections to other texts, and/or make global connections when relevant • Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text • Refer to the text when drawing conclusions as well as when answering directly stated questions 	<ul style="list-style-type: none"> • <i>I can answer questions to show that I know what I read</i> • <i>I can answer questions about a text by referring to words and phrases in the book</i> • <i>I can ask questions to show that I know what I read</i>
<p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I briefly and accurately express the main ideas and supporting details of the text? 	<ul style="list-style-type: none"> • RI.4.2 • Identify the key details of a text that support the main idea • Analyze the actions and thoughts of characters or speakers in texts, looking for patterns • Determine the theme or main idea of the text • Summarize the key points of a text • Explain how the author supports main ideas in informational text with key details 	<ul style="list-style-type: none"> • <i>I can identify main idea in a text</i> • <i>I can tell the difference between the main idea and details of a text</i> • <i>I can connect details to the main ideas that they support</i>
<p>FOUNDATIONAL SKILLS NJ Learning Standards</p>	<p>Skills</p>	<p>I Can Statements</p>

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<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.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.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How can I break words into parts to determine the meaning of the word? 	<ul style="list-style-type: none"> RF.4.3. A Identify specific strategies for decoding words in texts Apply the specific strategies for decoding and spelling multisyllabic words 	<ul style="list-style-type: none"> I can use word-decoding strategies to read unfamiliar words I can recognize that letters and combinations of letters make different sounds I can use my knowledge of consonant blends, long-vowel patterns and short vowel patterns to decode words I can analyze the structure of words by finding compound words, roots, prefixes, suffixes, and syllables I can use my analysis of word structure to help me decode unfamiliar multi-syllabic words
<p>RF.4.4.A. Read grade-level text with purpose and understanding. RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How does my fluency and accuracy affect my understanding of any text I read? How does my reading need to change when I read different kinds of texts? 	<ul style="list-style-type: none"> RF.4.4 A-C: Use various strategies to understand text and read with purpose Read grade-level poetry and prose aloud accurately Use an appropriate rate and expression when reading aloud Use various strategies to support word recognition and understanding Reread texts when appropriate to support increased accuracy, fluency, and comprehension 	<ul style="list-style-type: none"> I can read grade level text with accuracy I can make my reading sound like a conversation I can self-correct misread or misunderstood words using context clues I can self-correct misread or misunderstood words using context clues I can recognize a word I have read does not make sense within the text. I can reread with corrections when necessary
<p>New Jersey Learning Standards WRITING</p>	<p>Skills</p>	<p>I Can Statements</p>

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<p>Writing: W.4.3. W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. W.3.3.C. Use temporal words and phrases to signal event order. W.3.3.D. Provide a sense of closure.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I use appropriate details and organization to express a real or imagined event? • How can I use appropriate techniques to express the event more effectively? 	<ul style="list-style-type: none"> • W.4.3 • • Compose a story hook to engage the reader • Establish the story’s background or situation • Introduce a narrator and/or characters • Purposefully arrange events to make the story flow • Use dialogue and description to develop experiences and events • Show the responses of characters to situations, when appropriate • Use a variety of transitional words and phrases to manage the sequence of events • Use concrete words and phrases to relay story details • Use sensory details to convey experiences and events precisely • Provide a conclusion that follows from the narrated experiences or events • 	<ul style="list-style-type: none"> • I can determine my opinion or point of view on a topic or text • I can write an opinion about something that I have read • I can create an organizational structure to introduce my topic and opinion • I can support my opinion with details from the text that I have noted on a graphic organizer • I can connect the reasons and details with words like: because, therefore, since, and for example • I can write a conclusion to my writing
<p><i>W.4.4. 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.)</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> • What do I write? 	<ul style="list-style-type: none"> • W.4.4 • Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer’s designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose 	<ul style="list-style-type: none"> • I can identify the writing style that best fits my task and purpose • I can use graphic organizers to develop my writing ideas • I can create a piece of writing that shows my understanding of a specific writing style

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<p><i>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> How does the writing process make me a better writer? 	<ul style="list-style-type: none"> W.4.5 Practice revising and editing skills Change word choice and sentence structure in writing to strengthen the piece Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing Recognize spelling, grammar, and punctuation errors Employ strategies for correcting errors with assistance 	<ul style="list-style-type: none"> When someone helps me: I can use prewriting strategies to formulate ideas I can recognize that a good piece of writing requires more than one draft I can edit to make my writing clearer I can revise my writing to make sure I stay on topic
<p><i>W.4.6. 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.</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> How can technology be used as a tool to write, publish, and/or collaborate? 	<ul style="list-style-type: none"> W.4.6 Use digital tools Use technology for producing and publishing writing, and collaborating with others Demonstrate proficiency in keyboarding skills Type at least one page in a single setting 	<p>When someone helps me:</p> <ul style="list-style-type: none"> I can use resources and technology to finish and share my work I can work with others to create a writing project I can use keyboarding skills to prepare my writing for publication
<p><i>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> How can I use evidence to support my purpose? 	<ul style="list-style-type: none"> W.4.9. Use strategies for reading literary and informational text to investigate topics Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events Explain how an author uses proof to support a point in informational text Prove each point with evidence from the text Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject 	<ul style="list-style-type: none"> I can define textual evidence (“word for word” support) I can determine textual evidence that supports my analysis, reflection, and/or research I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research

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<p><i>W.4.10. 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.</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> • Why is it important to write regularly? Why is it important to adopt the routine of research, reflection, and revision? • Why is important to write for different reasons and different audiences? 	<ul style="list-style-type: none"> • W.4.10 • Produce numerous pieces of writing over various time frames • Develop skills in research • Reflect on and revise writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose. 	<ul style="list-style-type: none"> • I can write for a variety of reasons • I can complete a writing assignment in the time that my teacher has set for me
<p>Speaking and Listening NJ Learning Standards</p>	<p>Skills</p>	<p>I can Statements</p>
<p><i>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</i></p> <p><i>SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</i></p> <p><i>SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</i></p> <p><i>SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</i></p> <p><i>discussions</i></p>	<ul style="list-style-type: none"> • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc) 	<ul style="list-style-type: none"> • I can bring the correct information to a discussion • I can add to the discussion after listening • I can stay on topic by making comments about the information being discussed • I can give ideas about that information to the group discussion • I can ask and answer questions about the topic
<p><i>SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussion.</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How are my conversation skills dependent on the makeup of the group? • What contributions can I make to the conversation when I'm prepared and engaged? 	<ul style="list-style-type: none"> • information presented in multiple formats 	<ul style="list-style-type: none"> • I can follow rules by respecting and listening to others, taking turns during a discussion • I can make connections between the comments of others

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<p><i>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> How do I retell what is important when listening to and/or watching a presentation? 	<ul style="list-style-type: none"> SL.4.2 Identify the key points and supporting details of a text presented orally Restate the key information from a written text read aloud or information presented in multiple formats 	<ul style="list-style-type: none"> I can listen and retell important information I can identify information from a text being read aloud I can identify information that is presented in different formats I can paraphrase the information gathered to determine the main idea and support details
<p><i>SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> How does the way I organize my presentation affect how my audience hears and understands the message? 	<ul style="list-style-type: none"> SL.4.4 Report on a topic or text, telling a story, or recounting an event in an organized, logical manner Present information orally and in coherent, spoken sentences Use an appropriate pace when presenting Present and logically support personal opinions 	<ul style="list-style-type: none"> I can present on a topic in an organized manner, using details to support my topic I can speak clearly at an understandable pace while presenting my information
<p><i>SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</i></p> <p>Essential Questions:</p> <ul style="list-style-type: none"> Why do I need to think about the audience and purpose each time I speak? How do I decide when to use formal or informal English when speaking? 	<ul style="list-style-type: none"> SL.4.6 Speak for a variety of purposes Distinguish between formal and informal discourse Adapt speech to a variety of contexts and tasks 	<ul style="list-style-type: none"> I can recognize a complete sentence I can speak using complete sentences when asked to provide details or clarification
<p>New Jersey Learning Standards LANGUAGE</p>	<p>Skills</p>	<p>I Can Statements</p>

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<p><i>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i> <i>L.4.1.E. Form and use prepositional phrases.</i> <i>L.4.1.F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</i></p> <p>Essential Questions:</p> <ul style="list-style-type: none"> Why is it important for me to know and follow the rules of standard English grammar when I write or speak? 	<p>L.4.1 E,F</p> <ul style="list-style-type: none"> Recognize the purpose and function of prepositional phrases Identify prepositions and prepositional phrases when reading Use prepositional phrases in writing Identify the components of complete sentences Consistently write in complete sentences Distinguish complete sentences, fragments, and run-on sentences Revise fragments and run-ons to form complete sentences 	<ul style="list-style-type: none"> I can demonstrate the proper use of English grammar when writing or speaking I can explain the correct use of nouns, pronouns, verbs, adjectives, and adverbs I can make and use regular and irregular plural nouns correctly I can use abstract nouns
<p><i>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i> <i>L.4.2.C. Use a comma before a coordinating conjunction in a compound sentence.</i></p> <p><i>L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> Why is it important for me to know and follow the rules of Standard English mechanics for writing? 	<ul style="list-style-type: none"> L.4.2.C,D Identify coordinating conjunctions in sentences Use commas before a coordinating conjunction in a Compound sentence Spell grade-appropriate words correctly Use references as needed to aid in spelling 	<ul style="list-style-type: none"> I can use the capitalization, punctuation and spelling when writing I can capitalize important words in title I can spell words that are high frequency and studied I can use spelling patterns and generalization like word families, syllable patterns, ending rules, meaningful word parts, and position based spellings I can use references material to check spelling.
<p><i>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</i> <i>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</i> <i>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.</i></p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How do I know which strategy to use to make meaning of words or phrases I don't know? 	<ul style="list-style-type: none"> L.4.4 A,C Decipher the meanings of words and phrases by using sentence context Determine the meaning of commonly used prefixes and suffixes Separate a base word from the prefix or suffix Use the definition of known prefixes and suffixes to define new words Identify the purpose and use of glossaries and dictionaries Determine the structure of glossaries and dictionaries Use both print and digital glossaries and dictionaries to define and clarify words 	<ul style="list-style-type: none"> I can determine the multiple meanings words and phrases based on a range of strategies I can use context clues to understand a meaning of a new word I can use dictionaries or the Internet to find the meaning of words and phrases

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<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.4.5.A. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>L.4.5.B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>L.4.5.C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How do I show I know how to use words accurately and effectively? 	<p>L.4.5. A-C</p> <ul style="list-style-type: none"> Identify similes and metaphors in text Explain the meaning of simple similes and metaphors Identify idioms, adages, and proverbs in text Explain the meaning of common idioms, adages, and Proverbs Determine synonyms and antonyms of words to show meaning 	<ul style="list-style-type: none"> I can define an identify similes and metaphor’s within a text I can distinguish between literal language (it means exactly what it says) and figurative language (sometimes what you say is not exactly what you mean) I can recognize when an author is using idioms, adages, and proverbs and determine his/her intended meaning I can explain the difference between synonyms and antonyms
<p>L.4.6. <i>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</i></p> <p>Essential Questions:</p> <ul style="list-style-type: none"> What strategies will I use to learn and use words that are specific to the things I study? 	<ul style="list-style-type: none"> L.4.6 Use 4th grade vocabulary fluently when discussing academic or domain-specific topics Choose the most accurate word when describing actions, emotions, or states of being Choose the most accurate word when discussing a particular topic Use knowledge of synonyms and antonyms to broaden vocabulary 	<ul style="list-style-type: none"> I can use new grade level appropriate words and phrases I can use grade level appropriate words that tell when and where I can recognize the difference between general academic words and phrases and domain specific words and phrases and domain specific words and phrases

Resources

Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.

www.pearsonrealize.com

www.pearsonsuccessnet.com

Reading Street Series-Scott Foresman

Readers and Writers Notebook

Fresh Reads Weekly Test

Decodable Readers

Leveled Readers

Districts or schools choose supplementary resources that are not considered “texts.”

www.mobymax.com

www.turtlediary.com

www.k12reader.com

www.abcya.com

www.studyisland.com

www.readwritethink.org

www.spellingcity.com

www.starfall.com

www.storylineonline.com

www.puzzlemakers.com

Differentiated Instruction

(content, process, product and learning environment)

At Risk Students

Modifications for Classroom

Pair visual prompts with verbal presentations

Use of lab or experiments to give visual representation of concept

Ask students to restate information, directions, and assignments.

Work within group or partners

Repetition and practice

English Language Learners

Modifications for Classroom

Native Language Translation
(peer, online assistive technology, translation device, bilingual dictionary)

Preteach vocabulary

Use graphic organizers or other visual models

Use of manipulatives to
visualize concept

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<p>Model skills / techniques to be mastered.</p> <p>Use metacognitive work</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Student may request to use a computer to complete assignments.</p> <p>Use manipulatives to examine concepts</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p>Highlight key vocabulary-chart or vocabulary bank</p> <p>Use of nonverbal responses (thumbs up/down)</p> <p>Use sentence frames</p> <p>Design questions for different proficiency levels</p> <p>Utilize partners and partner talk</p>
Special Education	Gifted and Talented
<p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Preteach vocabulary</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use manipulatives and visual representation to examine Breakdown large assignments into smaller tasks</p> <p>Extended time to complete</p>	<p><u>Extension Activities</u></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> <p>Create alternative assessment which requires writing, research and presentation</p>

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<p>class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Use of online component of book</p> <p>Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p>	
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Grade: Fourth		Content: English Language Arts
Unit: 4		Time Frame: 43-45 days
New Jersey Student Learning Standards: READING LITERATURE	Skills	I Can Statements
<p>RL.4.1. 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</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I use what I already know with what I've learned in the text to make meaning? • How can I learn to read between the lines to deepen my understanding? 	<ul style="list-style-type: none"> • RL.4.1.1 • Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read • Make personal connections, make connections to other texts, and/or make global connections when relevant • Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text • Refer to the text when drawing conclusions as well as when answering directly stated questions 	<ul style="list-style-type: none"> • I can answer questions to show I understand important details in a story • I can ask questions to show I understand important details in a story • I can ask and answer questions before, during, and after reading a text
<p>RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • What ways can I use the details of text and the lesson or message to recognize the genre and its purpose? • How can I use the details of the text to express the theme? • How can I briefly and accurately express the key elements/ideas of the story? 	<ul style="list-style-type: none"> • RL.4.2. • Identify the key details of a text that support the main idea • Analyze the actions and thoughts of characters or speakers in texts, looking for patterns • Determine the theme or main idea of the text • Summarize the key points of a text • Explain how the author supports main ideas in informational text with key details 	<ul style="list-style-type: none"> • I can recount/retell(put in my own words)stories • I can retell a fable or folktale and explain the lesson in the story

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<p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does the author’s choice and use of words affect the meaning of the text? • How does the author’s use of specific types of figurative language affect the meaning of the text? 	<ul style="list-style-type: none"> • RL.4.4 • Determine the meaning of words and phrases in a text • Identify words that allude to mythological characters (ie: Herculean) • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) • Identify metaphors and similes 	<ul style="list-style-type: none"> • I can tell the meaning of words and phrases • I can tell the difference between true or factual and exaggerated text • I can understand sentences that may have idioms, similes, metaphors, or exaggerations
<p>RL.4.5. 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.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does the text structure help me understand the text? • Why does the structure of the text matter? • What are the differences between text structures in different types of text? 	<ul style="list-style-type: none"> • RL.4.5. • Explain the differences between poems, drama, and prose • Explain how structural elements are used to create an oral or written response to a text 	<ul style="list-style-type: none"> • I can tell my teacher or a friend about the different parts of poems and plays that I read • I can recognize that poems, drama, and prose use different structural elements • I can identify common structural elements of poems and dramas • • I can refer to the structural elements of a poem or dram when explaining their differences

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<p>RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> How does the difference between first and third person influence how the story is told? 	<p>RL.4.6:</p> <ul style="list-style-type: none"> Identify the narrator’s point of view Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view 	<ul style="list-style-type: none"> I can define point of view I can determine the point of view of the narrator or character of a story I can tell my own point of view from the narrator or characters of a story I can explain how my point of view is similar to or different from a narrator or character in a story
<p>RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.</p> <p>Essential Question:</p> <ul style="list-style-type: none"> What strategies am I using to become an independent and proficient reader of literary texts? 	<ul style="list-style-type: none"> RL.4.10 Read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts Read texts with scaffolding as needed 	<ul style="list-style-type: none"> I can read and understand stories at my grade level I can read a variety of informational texts at many levels with and without the support of my teacher I can read a variety of informational texts as needed at the high end of my range I can reread text to find more information or clarify ideas

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New Jersey Learning Standards READING INFORMATIONAL TEXT	Skills	I Can Statements
<p>RI.4.1. 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.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How can I use what I already know with what I've learned in the text to make meaning? How can I learn to read between the lines to deepen my understanding? 	<ul style="list-style-type: none"> RI.4.1 Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read Make personal connections, make connections to other texts, and/or make global connections when relevant Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text Refer to the text when drawing conclusions as well as when answering directly stated questions 	<ul style="list-style-type: none"> I can answer questions to show that I know what I read I can answer questions about a text by referring to words and phrases in the book • I can ask questions to show that I know what I read
<p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How can I briefly and accurately express the main ideas and supporting details of the text? 	<ul style="list-style-type: none"> RI.4.2 Identify the key details of a text that support the main idea Analyze the actions and thoughts of characters or speakers in texts, looking for patterns Determine the theme or main idea of the text Summarize the key points of a text Explain how the author supports main ideas in informational text with key details 	<ul style="list-style-type: none"> I can identify main idea in a text I can tell the difference between the main idea and details of a text I can connect details to the main ideas that they support

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<p><i>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</i></p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I learn and use academic vocabulary appropriately? • How can I learn and use domain-specific vocabulary appropriately? 	<ul style="list-style-type: none"> • RI.4.4 • Determine the meaning of words and phrases in a text • Identify words that allude to significant characters (i.e.: Herculean) • •Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) • •Identify metaphors and similes 	<ul style="list-style-type: none"> • I can determine the meaning of words when I read aloud science, social studies or other non-fiction grade level texts • I can use various strategies to determine the meaning of general academic and domain specific words and phrases in a text • I can locate and use resources to assist me in determining the meaning of unknown words
<p><i>RI.4.5. 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.</i></p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How does the text structure help me understand the text? Why does the structure of the text matter? 	<p>RI.4.5:</p> <ul style="list-style-type: none"> •Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc) 	<ul style="list-style-type: none"> • I can describe the sequence of events, cause and effect or problem and solution in informational texts that I read • I can identify and explain different structures used in informational text • I can determine the overall structure found in an informational text • • I can describe how events, ideas, concepts, or information are structured in a text
<p><i>RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> • How does a firsthand or secondhand account influence how the event is told? 	<p>RI.4.6</p> <ul style="list-style-type: none"> •Identify similarities and differences between firsthand and secondhand accounts •Explain how the point of view impacts the delivery of information in the text 	<ul style="list-style-type: none"> • I can compare and contrast a firsthand account and I secondhand account of the same historical event or topic • I can describe the differences of these two accounts • I can explain how a firsthand and secondhand focus affects the information provided

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**RI.4.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.*

Essential Questions:

- What strategies am I using to become an independent and proficient reader of informational texts?

RI.4.10

- Read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year
- Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts
- Read texts with scaffolding as needed

- I can read and understand informational texts at my grade level
- I can read a variety of informational texts at many levels with and without support
- I can read a variety of informational texts as needed at the high end of my range
- I can use reading strategies to help me understand difficult complex text

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FOUNDATIONAL SKILLS NJ Learning Standards	Skills	I Can Statements
<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.3.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.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How can I break words into parts to determine the meaning of the word? 	<ul style="list-style-type: none"> RF.4.3. A Identify specific strategies for decoding words in texts Apply the specific strategies for decoding and spelling multisyllabic words 	<ul style="list-style-type: none"> I can use word-decoding strategies to read unfamiliar words I can recognize that letters and combinations of letters make different sounds I can use my knowledge of consonant blends, long-vowel patterns and short vowel patterns to decode words I can analyze the structure of words by finding compound words, roots, prefixes, suffixes, and syllables I can use my analysis of word structure to help me decode unfamiliar multi-syllabic words
<p>RF.4.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How does my fluency and accuracy affect my understanding of any text I read? How does my reading need to change when I read different kinds of texts? 	<ul style="list-style-type: none"> RF.4.4 A-C: Use various strategies to understand text and read with purpose Read grade-level poetry and prose aloud accurately Use an appropriate rate and expression when reading aloud Use various strategies to support word recognition and understanding Reread texts when appropriate to support increased accuracy, fluency, and comprehension 	<ul style="list-style-type: none"> I can read grade level text with accuracy I can make my reading sound like a conversation I can self-correct misread or misunderstood words using context clues I can self-correct misread or misunderstood words using context clues I can recognize a word I have read does not make sense within the text. I can reread with corrections when necessary

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Writing Nj Learning Standards	Skills	I can Statements
<p>Writing: W.4.2. W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.4.2.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. W.4.2.B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. W.4.2.C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). W.4.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.4.2.E. Provide a conclusion related to the information or explanation presented.</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How can I use information to express an idea? How can I use domain-specific vocabulary to express ideas accurately? 	<ul style="list-style-type: none"> W.4.2 Introduce a topic clearly Compose a clear thesis statement Group related information in paragraphs and sections Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate Purposefully select information to develop the topic Link ideas within paragraphs and sections of information using words and phrases Use transitional words and phrases Select specific language and vocabulary to convey ideas and information Provide a conclusion related to the information or explanation presented 	<ul style="list-style-type: none"> I can determine my opinion or point of view on a topic or text I can write an opinion about something that I have read I can create an organizational structure to introduce my topic and opinion I can support my opinion with details from the text that I have noted on a graphic organizer I can connect the reasons and details with words like: because, therefore, since, and for example I can write a conclusion to my writing

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<p><i>W.4.4. 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.)</i></p> <p>Essential Questions:</p> <ul style="list-style-type: none"> Why do I write? 	<ul style="list-style-type: none"> W.4.4 Produce writing that is clear and understandable to the reader Unpack writing tasks (type of writing assignment) Unpack writing purpose (the writer’s designated reason for writing) Focus the organization and development of a topic to reflect the task and purpose 	<ul style="list-style-type: none"> I can identify the writing style that best fits my task and purpose I can use graphic organizers to develop my writing ideas I can create a piece of writing that shows my understanding of a specific writing style
<p><i>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> How does the writing process make me a better writer? 	<ul style="list-style-type: none"> W.4.5 Practice revising and editing skills Change word choice and sentence structure in writing to strengthen the piece Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing Recognize spelling, grammar, and punctuation errors Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing) 	<ul style="list-style-type: none"> When someone helps me: I can use prewriting strategies to formulate ideas I can recognize that a good piece of writing requires more than one draft I can edit to make my writing clearer I can revise my writing to make sure I stay on topic I can prepare a new draft with changes that strengthens my writing
<p><i>W.4.6. 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.</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> How can technology be used as a tool to write, publish, and/or collaborate? 	<ul style="list-style-type: none"> W.4.6 Use digital tools Use technology for producing and publishing writing, and collaborating with others Demonstrate proficiency in keyboarding skills Type at least one page in a single setting 	<ul style="list-style-type: none"> When someone helps me: I can use resources and technology to finish and share my work I can work with others to create a writing project I can use keyboarding skills to prepare my writing for publication

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<p><i>W.4.7 (Choice). Conduct short research projects that build knowledge through investigation of different aspects of a topic.</i></p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How can I learn more about a topic by completing a research project? 	<ul style="list-style-type: none"> Research a topic through investigation of the topic Explore a topic in greater detail by developing research questions that help bring focus to the topic Gather information to support a topic Select relevant information from texts to support main ideas or claims 	<ul style="list-style-type: none"> I can define research and explain how research is different from other types of writing I can focus my research around a question/topic that is provided to determine my own research worthy question I can gather a variety of information about my research topic
<p><i>W.4.8 (Choice). 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.</i></p> <p>Essential Questions:</p> <ul style="list-style-type: none"> How can I recall and organize information accurately? How can I collect and organize information accurately? 	<ul style="list-style-type: none"> Group like ideas to organize writing Research information from print and digital sources Integrate information from personal experience Take notes and organize their information into categories List the sources used 	<ul style="list-style-type: none"> I can recall and gather important information from print and digital sources I can take notes and organize information and list the sources that I have used I can sort the information from my notes into provided categories I can prepare a list of sources used during my research
<p><i>W.4.9.. Draw evidence from literary or informational texts to support analysis, reflection, and research.</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> How can I use evidence to support my purpose? 	<ul style="list-style-type: none"> W.4.9. Use strategies for reading literary and informational text to investigate topics Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events Explain how an author uses proof to support a point in informational text Prove each point with evidence from the text Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject 	<ul style="list-style-type: none"> I can define textual evidence (“word for word” support) I can determine textual evidence that supports my analysis, reflection, and/or research I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research

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<p><i>W.4.10. 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.</i></p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it important to write regularly? • Why is it important to adopt the routine of research, reflection, and revision? • Why is it important to write for different reasons and different audiences? 	<ul style="list-style-type: none"> • W.4.10 • Produce numerous pieces of writing over various time frames • Develop skills in research • Reflect on and revise writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose. 	<ul style="list-style-type: none"> • I can write for a variety of reasons • I can complete a writing assignment in the time that my teacher has set for me
<p>New Jersey Learning Standards SPEAKING AND LISTENING</p>	<p>Skills</p>	<p>I Can Statements</p>
<p><i>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</i></p> <p><i>SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</i></p> <p><i>SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</i></p> <p><i>SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</i></p>	<ul style="list-style-type: none"> • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc) 	<ul style="list-style-type: none"> • I can bring the correct information to a discussion • I can add to the discussion after listening • I can stay on topic by making comments about the information being discussed • I can give ideas about that information to the group discussion • I can ask and answer questions about the topic

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<p><i>SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</i></p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How are my conversation skills dependent on the makeup of the group? • What contributions can I make to the conversation when I’m prepared and engaged? 	<ul style="list-style-type: none"> • information presented in multiple formats 	<ul style="list-style-type: none"> • I can follow rules by respecting and listening to others, taking turns during a discussion • I can make connections between the comments of others
<p><i>SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</i></p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • How can I use audio recordings and visual displays to make my presentation more engaging for the audience? 	<p>SL.4.5</p> <ul style="list-style-type: none"> • Integrate audio recordings and visual displays, when appropriate to enhance the development of main ideas or themes. 	<ul style="list-style-type: none"> • I can use multimedia and visuals in presentations to help support my topics • I can identify main ideas or theme in my presentation that could be enhanced
<p><i>SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</i></p> <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do I need to think about the audience and purpose each time I speak? • How do I decide when to use formal or informal English when speaking? 	<p>SL.4.6</p> <ul style="list-style-type: none"> • Speak for a variety of purposes • Distinguish between formal and informal discourse • Adapt speech to a variety of contexts and tasks 	<ul style="list-style-type: none"> • I can recognize a complete sentence • I can speak using complete sentences when asked to provide details or clarification

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New Jersey Learning Standards LANGUAGE	Skills	I Can Statements
<p><i>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i> <i>L.4.1.G. Correctly use frequently confused words (e.g., to Too, two, there, their)</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> Why is it important for me to know and follow the rules of Standard English grammar when I write or speak? 	<p>L.4.1 .G</p> <ul style="list-style-type: none"> Identify words that are frequently confused when reading Use frequently confused words correctly in writing 	<ul style="list-style-type: none"> I can correctly use homophones when I speak and in my writing
<p><i>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</i> <i>L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> Why is it important for me to know and follow the rules of Standard English mechanics for writing? 	<p>L.4.2.D</p> <ul style="list-style-type: none"> Spell grade-appropriate words correctly Use references as needed to aid in spelling 	<ul style="list-style-type: none"> I can use spelling patterns and generalization like word families, syllable patterns, ending rules, meaningful word parts, and position based spellings I can use references material to check spelling.

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<p><i>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</i> <i>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</i> <i>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> How do I know which strategy to use to make meaning of words or phrases I don't know? 	<p>L.4.4 A,C</p> <ul style="list-style-type: none"> Decipher the meanings of words and phrases by using sentence context Determine the meaning of commonly used prefixes and suffixes Separate a base word from the prefix or suffix Use the definition of known prefixes and suffixes to define new words Identify the purpose and use of glossaries and dictionaries Determine the structure of glossaries and dictionaries Use both print and digital glossaries and dictionaries to define and clarify words 	<ul style="list-style-type: none"> I can determine the multiple meanings words and phrases based on a range of strategies I can use context clues to understand a meaning of a new word I can use dictionaries or the Internet to find the meaning of words and phrases
<p><i>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</i></p> <p>Essential Question:</p> <ul style="list-style-type: none"> What strategies will I use to learn and use words that are specific to the things I study? 	<p>L.4.6</p> <ul style="list-style-type: none"> Use 4th grade vocabulary fluently when discussing academic or domain-specific topics Choose the most accurate word when describing actions, emotions, or states of being Choose the most accurate word when discussing a particular topic Use knowledge of synonyms and antonyms to broaden vocabulary 	<ul style="list-style-type: none"> I can use new grade level appropriate words and phrases I can use grade level appropriate words that tell when and where I can recognize the difference between general academic words and phrases and domain specific words and phrases and domain specific words and phrases

Resources	
<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p> <p> www.pearsonrealize.com www.pearsonsucsessnet.com Reading Street Series-Scott Foresman Readers and Writers Notebook Fresh Reads Weekly Test Decodable Readers Leveled Readers </p>	<p><i>Districts or schools choose supplementary resources that are not considered “texts.”</i></p> <p> www.mobymax.com www.turtlediary.com www.k12reader.com www.abcya.com www.studyisland.com www.readwritethink.org www.spellingcity.com www.starfall.com www.storylineonline.com www.puzzlemakers.com </p>
Differentiated Instruction (content, process, product and learning environment)	
At Risk Students	English Language Learners
<p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Work within group or partners</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p>	<p><u>Modifications for Classroom</u></p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Preteach vocabulary</p> <p>Use graphic organizers or other visual models</p> <p>Use of manipulatives to visualize concept</p> <p>Highlight key vocabulary-chart or vocabulary bank</p>

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<p>Use metacognitive work</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Student may request to use a computer to complete assignments.</p> <p>Use manipulatives to examine concepts</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p>	<p>Use of nonverbal responses (thumbs up/down)</p> <p>Use sentence frames</p> <p>Design questions for different proficiency levels</p> <p>Utilize partners and partner talk</p>
Special Education	Gifted and Talented
<p><u>Modifications for Classroom</u></p> <p>Pair visual prompts with verbal presentations</p> <p>Use of lab or experiments to give visual representation of concept</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Preteach vocabulary</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Use manipulatives and visual representation to examine Breakdown large assignments into smaller tasks</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p>	<p><u>Extension Activities</u></p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p> <p>Create alternative assessment which requires writing, research and presentation</p>

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<p>Preferential seating to be mutually determined by the student and teacher</p> <p>Use of online component of book</p> <p>Extra textbooks for home. Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p>	
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