

Lavallette Elementary School	English Language Arts Pacing Guide
Content Area: English Language Arts Course Title: Reading, Writing, Speaking and Listening, Language	Grade Level: Fourth Grade
Unit Plan 1 Fiction Reading Narrative/Descriptive Writing Ideas and Organization Open-Ended Responses	September - October
Unit Plan 2 Nonfiction Reading Explanatory/Research Writing Ideas and Organization Open- Ended Responses	November - December
Unit Plan 3 Fiction Text & Nonfiction Narrative Writing & Research Word Choice, Open-Ended Responses	January - February
Unit Plan 4 Poetry/Literature/Informational Text Narrative/Persuasive Writing Voice, Open-Ended Responses	March - April
Unit Plan 5 Literature/Informational Text Persuasive Writing/Expository Voice & Sentence Fluency Open-Ended Responses	April - May
Unit Plan 6 Folktales/Legends/Myths Creative Story Writing Review Writing Traits Open-Ended Responses	May - June
Updated: August 2018 by Sharon Carroll Aligned to New Jersey Student Learning Standards	Board Approved: October 16, 2018

**Lavallette Elementary School
English Language Arts Curriculum
Unit Overview**

Content Area: English Language Arts

Grade Level: Fourth Grade

Domain (Unit Title): Reading, Writing, Speaking and Listening, Language Unit 1

Cluster Summary: In this unit students will identify and understand elements of fiction however, infuse non-fiction stories in this unit. Implement the writing process through the model of writer's workshop and being a writing portfolio for each student. Students will identify and understand elements of writing to convey experiences (narratives), real or imagined, in order to communicate individual and imagined experiences to others. Students should begin to demonstrate competence in keyboarding in preparation for computer-based assessments and proper typing practice should be incorporated if students are not proficient.

Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

21 Century Themes:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Personal Financial Literacy	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and

	preparation in order to navigate the globally competitive work environment of the information age.
Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Learning Targets

Reading: Students will...

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed

Writing: Students will...

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Speaking and Listening: Students will

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience

Language: Students will...

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

Number	Standard for Mastery
	READING STANDARDS: LITERATURE
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text
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)
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
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed
	READING STANDARDS: INFORMATIONAL TEXT
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
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text
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

RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>
RI.4.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed
	READING FOUNDATION SKILLS
RF.4.3	<p>Know and apply grade-level phonics and word analysis skills in decoding and encoding words</p> <ul style="list-style-type: none"> ✓ 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
RF.4.4	<p>Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> ✓ Read grade-level text with purpose and understanding ✓ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression ✓ Use context to confirm or self-correct word recognition and understanding, rereading as necessary
	WRITING STANDARDS
W.4.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <ul style="list-style-type: none"> ✓ 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 ✓ Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic ✓ Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another, for example, also, because</i>) ✓ Use precise language and domain-specific vocabulary to inform about or explain the topic ✓ Provide a conclusion related to the information or explanation presented
W.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences

	<ul style="list-style-type: none"> ✓ Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally ✓ Use dialogue and description to develop experiences and events or show the responses of characters to situations ✓ Use a variety of transitional words and phrases to manage the sequence of events ✓ Use concrete words and phrases and sensory details to convey experiences and events precisely ✓ Provide a conclusion that follows from the narrated experiences or events
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing
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
W.4.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <ul style="list-style-type: none"> ✓ Apply <i>grade 4 Reading standards</i> to literature (e.g., “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].”) ✓ Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”)
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

	SPEAKING AND LISTENING STANDARDS
SL.4.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly</p> <ul style="list-style-type: none"> ✓ Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion ✓ Follow agreed-upon rules for discussions and carry out assigned roles ✓ Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others ✓ Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes
	LANGUAGE STANDARDS
L.4.1.f	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ul style="list-style-type: none"> ✓ Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.4.2.a L.4.2.d	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ul style="list-style-type: none"> ✓ Use correct capitalization ✓ Spell grade-appropriate words correctly, consulting references as needed
L.4.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <ul style="list-style-type: none"> ✓ Choose words and phrases to convey ideas precisely ✓ Choose punctuation for effect ✓ Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)
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

	<ul style="list-style-type: none"> ✓ Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase ✓ Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>) ✓ Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases
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 state of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation)

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How does understanding a text’s structure help me better understand its meaning? ● How does text evidence help the reader describe the characters, setting or events? ● How does a reader’s speed, accuracy, and expression help them understand what they have read? ● What elements do authors use when writing narratively and descriptively? 	<p>Unit Enduring Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> ● good readers use specific details from a literary text to support their thinking about characters, setting, events. ● understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text. ● good authors of narrative writing effectively develop real or imaginary experiences or events to tell a story that engage the reader. ● writers convey information and ideas clearly and concisely. ● good readers actively seek the meaning of unknown words/phrases to deepen their understanding of information text
--	--

Unit Objectives

Students will know...

- story elements
Plot (i.e. events, climax/turning point, resolution)
Conflict
Characters and character roles
Setting (time and place)
- there are different parts of literary text
- synthesize background knowledge
- similarities and differences between literature and informational texts
- identify main idea and details
- analyze literary grade level text
- how to develop ideas and organize their writing
- apply writing traits needed for descriptive and narrative writing
- when to apply transitional words in writing
- how to analyze and respond to an open ended question.

Unit Objectives

Students will be able to...

- identify key elements of literature
- use a combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read
- determine the theme
- describe the setting of a story or drama
- describe or graphically represent characters (traits, thoughts, words, feelings and actions)
- describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text)
- identify and use parts of a text (i.e.: table of contents, index, glossary....)
- identify main idea
- determine meanings of words using context clues and other references
- apply phonics and word analysis skills to decode words
- read fluently on independent level
- cite evidence from text
- refers to details and examples from the text when explaining what the text says
- use the writing process
- brainstorm ideas and use organizational skills to develop their writing
- create a paragraph with a strong beginning (lead)
- incorporate proper transitions words into their writing
- use a variety of sentence types using appropriate punctuation and capitalization
- write a descriptive paragraph
- write a personal narrative
- spell K-4 grade level words correctly
- develop the skills to acquire and maintain vocabulary

**Lavallette Elementary School
English Language Arts Curriculum
Unit Overview**

Content Area: English Language Arts

Grade Level: Fourth Grade

Domain (Unit Title): Reading, Writing, Speaking and Listening, Language Unit 2

Cluster Summary: The focus of the reading in this unit is Nonfiction. The students will gather information to understand and apply the elements of Informational Text. Tests that measure fiction content and domain-specific vocabulary should still be infused in this unit. Students should apply the elements of explanatory writing to expand on their understanding. This would be a great opportunity to incorporate your Social Studies and Science thematic units into the student's research paper. Students will have the opportunity to demonstrate their competence in keyboarding in preparation for computer-based assessments.

Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

21 Century Themes:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

<p>21st Century Life & Career Skills</p>	<p>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<p>Personal Financial Literacy</p>	<p>All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.</p>
<p>Career Awareness, Exploration, and Preparation</p>	<p>All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p>

<p>Career and Technical Education</p>	<p>All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.</p>

Learning Targets

Reading: Students will...

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed

Writing: Students will...

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation

- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Speaking and Listening: Students will

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

Language: Students will...

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

Number	Standard for Mastery
READING STANDARDS: LITERATURE	
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text
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)
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

RL.4.9	Compare, contrast, and reflect on (eg. Practical knowledge, historical/cultural context, and background knowledge) genre, (e.g., mysteries and adventure stories) on their approaches to similar themes and topics
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed
	READING STANDARDS: INFORMATIONAL TEXT
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
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text
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
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</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
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text
RI.4.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed
	READING FOUNDATION SKILLS
RF.4.3	<p>Know and apply grade-level phonics and word analysis skills in decoding and encoding words</p> <ul style="list-style-type: none"> ✓ 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

RF.4.4	<p>Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> ✓ Read grade-level text with purpose and understanding ✓ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression ✓ Use context to confirm or self-correct word recognition and understanding, rereading as necessary
	WRITING STANDARDS
W.4.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <ul style="list-style-type: none"> ✓ 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 ✓ Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic ✓ Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>) ✓ Use precise language and domain-specific vocabulary to inform about or explain the topic ✓ Provide a conclusion related to the information or explanation presented
W.4.3	<p>Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences</p> <ul style="list-style-type: none"> ✓ Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally ✓ Use dialogue and description to develop experiences and events or show the responses of characters to situations ✓ Use a variety of transitional words and phrases to manage the sequence of events ✓ Use concrete words and phrases and sensory details to convey experiences and events precisely ✓ Provide a conclusion that follows from the narrated experiences or events
W.4.4	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>
W.4.5	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing</p>

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
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic
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
W.4.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <ul style="list-style-type: none"> ✓ Apply <i>grade 4 Reading standards</i> to literature (e.g., “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].”) ✓ Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”)
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
	SPEAKING AND LISTENING STANDARDS
SL.4.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly</p> <ul style="list-style-type: none"> ✓ Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion ✓ Follow agreed-upon rules for discussions and carry out assigned roles ✓ Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others ✓ Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally)
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
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation
	LANGUAGE STANDARDS
L.4.1.d L.4.1.f L.4.1.g	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking <ul style="list-style-type: none"> ✓ Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>) ✓ Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. ✓ Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>)
L.4.2.a L.4.2.c L.4.2.d	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing <ul style="list-style-type: none"> ✓ Use correct capitalization ✓ Use a comma before a coordinating conjunction in a compound sentence ✓ Spell grade-appropriate words correctly, consulting references as needed
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening <ul style="list-style-type: none"> ✓ Choose words and phrases to convey ideas precisely ✓ Choose punctuation for effect ✓ Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)

<p>L.4.4</p>	<p>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</p> <ul style="list-style-type: none"> ✓ Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase ✓ Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>) ✓ Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases
<p>L.4.6</p>	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or state of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation)</p>

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How does using multiple sources of information to support an idea help the reader become more knowledgeable on a topic? ● What does informational text tell readers about themselves, others, and the world? ● How do visual text features help readers gain information they need? ● Why conduct research? 	<p>Unit Enduring Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> ● learning how to listen and support ideas with others is a life skill. ● readers interpret intended message in various genres. ● the skills used in reading comprehension transfer to the reader's ability to understand. ● good readers compare and contrast various texts to deepen their understanding of themes and topics. ● good readers use text features to locate relevant information. ● researchers draw from multiple sources of information and formats (including digital and multimedia) to gather evidence ● good readers actively seek the meaning of unknown words/phrases to deepen their understanding of information text.
---	--

Unit Objectives

Students will know...

- what the term “theme” means in reading.
- how to incorporate story elements in writing
- how to conduct research
- how to identify pertinent information
- the importance of word choice and voice to enhance their writing
- linking/transitional words, phrases, clauses (i.e.: another, for example, also, because)
- analyze grade level informational text
- how to analyze and respond to an open- ended question.

Unit Objectives

Students will be able to...

- make , test, and revise predictions as they read
- sequence events
- identify cause and effect
- identify the main idea of a story or article
- explain how the main idea is supported by key details
- determine meanings of words using context clues and other references (dictionaries, thesaurus – print or digital)
- apply phonics and word analysis skills to decode words
- read fluently on independent level
- cite evidence from text
- use the writing process focusing on ideas and organization
- use transitional words, phrases, etc.
- incorporate proper transitions words into their writing
- include main ideas and supporting details in their writing
- use various sources to gather information (print materials, technology...)
- know the difference between relevant and non-relevant information
- give a short oral presentation
- use commas where appropriate in writing
- identify and use synonyms and antonyms in their daily writing
- spell k-4 grade level words correctly
- develop the skills to acquire and maintain vocabulary

**Lavallette Elementary School
English Language Arts Curriculum
Unit Overview**

Content Area: English Language Arts

Grade Level: Fourth Grade

Domain (Unit Title): Reading, Writing, Speaking and Listening, Language Unit 3

Cluster Summary: In this unit students will review the elements of fiction and informational text. Students will use narrative techniques to establish the setting, develop characters and unfold a plot that includes a story problem, rising action, climax, and concludes with a solution. To build knowledge on a topic, students will gather information through research from multiple content areas. Students will use the word choice trait within their writing to apply vivid words to their pieces. Students will have the opportunity to demonstrate competence in keyboarding in preparation for computer-based assessments

Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

21 Century Themes:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

21st Century Life & Career Skills	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
Personal Financial Literacy	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Career and Technical Education

All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Learning Targets**Reading:** Students will...

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed

Writing: Students will...

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation
- Draw evidence from literary or informational texts to support analysis, reflection, and research

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Speaking and Listening: Students will

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

Language: Students will...

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

Number	Standard for Mastery
	READING STANDARDS: LITERATURE
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text
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
RL.4.9	Compare, contrast, and reflect on (eg. Practical knowledge, historical/cultural context, and background knowledge) genre, (e.g., mysteries and adventure stories) on their approaches to similar themes and topics

RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed
	READING STANDARDS: INFORMATIONAL TEXT
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
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text
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
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</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
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
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
RI.4.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed
	READING FOUNDATION SKILLS
RF.4.3	<p>Know and apply grade-level phonics and word analysis skills in decoding and encoding words</p> <ul style="list-style-type: none"> ✓ 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

RF.4.4	<p>Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> ✓ Read grade-level text with purpose and understanding ✓ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression ✓ Use context to confirm or self-correct word recognition and understanding, rereading as necessary
	WRITING STANDARDS
W.4.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <ul style="list-style-type: none"> ✓ 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 ✓ Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic ✓ Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>) ✓ Use precise language and domain-specific vocabulary to inform about or explain the topic ✓ Provide a conclusion related to the information or explanation presented
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing
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
W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic
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

W.4.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <ul style="list-style-type: none"> ✓ Apply <i>grade 4 Reading standards</i> to literature (e.g., “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].”) ✓ Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”)
W.4.10	<p>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</p>
SPEAKING AND LISTENING STANDARDS	
SL.4.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly</p> <ul style="list-style-type: none"> ✓ Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion ✓ Follow agreed-upon rules for discussions and carry out assigned roles ✓ Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others ✓ Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.4.2	<p>Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally)</p>
SL.4.4	<p>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</p>
SL.4.5	<p>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes</p>

SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation
	LANGUAGE STANDARDS
L.4.1.a L.4.1.b L.4.1.g	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ul style="list-style-type: none"> ✓ Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>) ✓ Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses ✓ Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>)
L.4.2.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ul style="list-style-type: none"> ✓ Use correct capitalization ✓ Use commas and quotation marks to mark direct speech and quotations from a text ✓ Use a comma before a coordinating conjunction in a compound sentence ✓ Spell grade-appropriate words correctly, consulting references as needed
L.4.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <ul style="list-style-type: none"> ✓ Choose words and phrases to convey ideas precisely ✓ Choose punctuation for effect ✓ Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)
L.4.4	<p>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</p> <ul style="list-style-type: none"> ✓ Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase ✓ Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>)

	<ul style="list-style-type: none"> ✓ Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases
L.4.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <ul style="list-style-type: none"> ✓ Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context ✓ Recognize and explain the meaning of common idioms, adages, and proverbs ✓ Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)
L.4.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or state of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation)</p>

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How is paraphrasing helpful? ● How does an author’s perspective influence the reader or the writer? ● How does a writer’s word choice create a visual image for the reader? ● How do writers use technology to support the writing process? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● good readers recognize that the same event can be interpreted differently when told from different perspectives/viewpoints ● there are some similarities and differences between first and third person point of view. ● writers who connect their personal experiences will increase their skills. ● good authors use sensory images to describe feelings, events, and/or characters. ● learning to write with strong words will increase how readers will perceive the messages writers are trying to convey. ● identifying key information is important ● writers organize reports differently than literary writing
---	---

- authors write for different purposes
- good readers actively seek the meaning of unknown words/phrases to deepen their understanding of information text.

Unit Objectives

Students will know...

- what the author's purpose is
- what the author's point of view is
- how to use narrative techniques and descriptions to develop the setting, events and characters
- how to choose and utilize an appropriate graphic organizer
- The importance of word choice when writing an explanatory or narrative piece.
- how to properly identify and apply verbs, adverbs, and quotations in writing
- how to edit and revise a writing piece individually and with peers
- read grade level literature and informational text
- how to analyze and respond to an open-ended question.

Unit Objectives

Students will be able to...

- identify fact and opinion
- identify if an author is writing to entertain, inform, or persuade
- differentiate between first person and third person narration
- make judgments and decisions based on characters actions and/or words.
- determine meanings of words using context clues and other references
- apply phonics and word analysis skills to decode words
- read fluently on independent level
- cite evidence from text
- use the writing process
- include an appropriate conclusion
- identify and use adjectives to describe nouns
- will be able to edit and revise for grade level sentence fluency and conventions.
- use a word processing program or other technology program to write
- use various sources to gather information (print materials, technology...)
- identify and verbs
- use verb tenses correctly
- use adverbs to enhance verbs
- use quotation marks correctly in dialogue
- use commas where appropriate in writing

	strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Learning Targets

Reading: Students will...

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed

Writing: Students will...

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Speaking and Listening: Students will

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language: Students will...

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

Number	Standard for Mastery
	READING STANDARDS: LITERATURE

RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text
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)
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
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
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
RL.4.7	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text
RL.4.9	Compare, contrast, and reflect on (eg. Practical knowledge, historical/cultural context, and background knowledge) genre, (e.g., mysteries and adventure stories) on their approaches to similar themes and topics
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed
	READING STANDARDS: INFORMATIONAL TEXT
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
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text

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
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</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
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
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text
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
RI.4.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed
	READING FOUNDATION SKILLS
RF.4.3	<p>Know and apply grade-level phonics and word analysis skills in decoding and encoding words</p> <ul style="list-style-type: none"> ✓ 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
RF.4.4	<p>Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> ✓ Read grade-level text with purpose and understanding

	<ul style="list-style-type: none"> ✓ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression ✓ Use context to confirm or self-correct word recognition and understanding, rereading as necessary
	WRITING STANDARDS
W.4.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <ul style="list-style-type: none"> ✓ Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose ✓ Provide reasons that are supported by facts from texts and/or other sources ✓ Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition) ✓ Provide a conclusion related to the opinion presented
W.4.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <ul style="list-style-type: none"> ✓ 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 ✓ Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic ✓ Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>) ✓ Use precise language and domain-specific vocabulary to inform about or explain the topic ✓ Provide a conclusion related to the information or explanation presented
W.4.3	<p>Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences</p> <ul style="list-style-type: none"> ✓ Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally ✓ Use dialogue and description to develop experiences and events or show the responses of characters to situations ✓ Use a variety of transitional words and phrases to manage the sequence of events

	<ul style="list-style-type: none"> ✓ Use concrete words and phrases and sensory details to convey experiences and events precisely ✓ Provide a conclusion that follows from the narrated experiences or events
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing
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
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
W.4.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <ul style="list-style-type: none"> ✓ Apply <i>grade 4 Reading standards</i> to literature (e.g., “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].”) ✓ Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”)
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
	SPEAKING AND LISTENING STANDARDS
SL.4.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly</p> <ul style="list-style-type: none"> ✓ Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion

	<ul style="list-style-type: none"> ✓ Follow agreed-upon rules for discussions and carry out assigned roles ✓ Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others ✓ Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally)
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points
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
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation
	LANGUAGE STANDARDS
L.4.1.a L.4.1.c L.4.1.d L.4.1.e	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ul style="list-style-type: none"> ✓ Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>) ✓ Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions ✓ Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>) ✓ Form and use prepositional phrases
L.4.2.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ul style="list-style-type: none"> ✓ Use correct capitalization

	<ul style="list-style-type: none"> ✓ Use commas and quotation marks to mark direct speech and quotations from a text ✓ Use a comma before a coordinating conjunction in a compound sentence ✓ Spell grade-appropriate words correctly, consulting references as needed
L.4.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <ul style="list-style-type: none"> ✓ Choose words and phrases to convey ideas precisely ✓ Choose punctuation for effect ✓ Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)
L.4.4	<p>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</p> <ul style="list-style-type: none"> ✓ Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase ✓ Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>) ✓ Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases
L.4.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <ul style="list-style-type: none"> ✓ Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context ✓ Recognize and explain the meaning of common idioms, adages, and proverbs ✓ Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)
L.4.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or state of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation)</p>

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How does text structure help you interpret author's meaning? • How can different forms of literary genre express the same ideas in different ways? • How are literary genres different in form and substance? • How does a writer personally engage upon a topic they are writing? 	<p>Unit Enduring Understandings <i>Students will understand that....</i></p> <ul style="list-style-type: none"> • Readers interpret the intended message in various genres good readers make connections between written and visual or oral presentations of a literary text to enhance their understanding • Good readers understand the structure of a text and use this information to make sense of what they read • Good readers use examples and details from text to support their inferences comprehension and fluency matter in reading
--	---

<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • How to read and interpret poetry • How to apply reading strategies to monitor comprehension before, during, and after reading • How to apply the writing process to different genres • How to use grammatical conventions in writing • How to make connections between versions of texts (i.e.: written, visual, oral, print, digital) 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Determine the theme of the story, drama, or poem, using details from the text • Explain differences between poems, dramas, or stories and their elements • Make connections within various genres • Determine the meaning of domain specific words and unknown vocabulary using context clues • Produce clear and coherent writing with evidence of voice • Write routinely over extended time frames with technology resources • Use precise language to inform or explain a topic or story • Use relative pronouns and relative adverbs • Use module auxiliaries to convey various conditions • Demonstrate command of standard English
--	--

	charitable giving in the global economy.
Career Awareness, Exploration, and Preparation	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
Career and Technical Education	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

Learning Targets

Reading: Students will...

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed

Writing: Students will...

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Speaking and Listening: Students will

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language: Students will...

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

Number	Standard for Mastery
	READING STANDARDS: LITERATURE

RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text
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
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
RL.4.9	Compare, contrast, and reflect on (eg. Practical knowledge, historical/cultural context, and background knowledge) genre, (e.g., mysteries and adventure stories) on their approaches to similar themes and topics
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed
READING STANDARDS: INFORMATIONAL TEXT	
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
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text
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
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</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

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
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text
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
RI.4.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed
	READING FOUNDATION SKILLS
RF.4.3	<p>Know and apply grade-level phonics and word analysis skills in decoding and encoding words</p> <ul style="list-style-type: none"> ✓ 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
RF.4.4	<p>Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> ✓ Read grade-level text with purpose and understanding ✓ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression ✓ Use context to confirm or self-correct word recognition and understanding, rereading as necessary
	WRITING STANDARDS
W.4.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <ul style="list-style-type: none"> ✓ Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose

	<ul style="list-style-type: none"> ✓ Provide reasons that are supported by facts from texts and/or other sources ✓ Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition) ✓ Provide a conclusion related to the opinion presented
W.4.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <ul style="list-style-type: none"> ✓ 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 ✓ Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic ✓ Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>) ✓ Use precise language and domain-specific vocabulary to inform about or explain the topic ✓ Provide a conclusion related to the information or explanation presented
W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing
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
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
W.4.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <ul style="list-style-type: none"> ✓ Apply <i>grade 4 Reading standards</i> to literature (e.g., “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].”)

	<ul style="list-style-type: none"> ✓ Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”)
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
	SPEAKING AND LISTENING STANDARDS
SL.4.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly</p> <ul style="list-style-type: none"> ✓ Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion ✓ Follow agreed-upon rules for discussions and carry out assigned roles ✓ Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others ✓ Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally)
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points
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
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation

	LANGUAGE STANDARDS
L.4.1.a L.4.1.c L.4.1.d L.4.1.e	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking <ul style="list-style-type: none"> ✓ Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>) ✓ Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions ✓ Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>) ✓ Form and use prepositional phrases
L.4.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing <ul style="list-style-type: none"> ✓ Use correct capitalization ✓ Use commas and quotation marks to mark direct speech and quotations from a text ✓ Use a comma before a coordinating conjunction in a compound sentence ✓ Spell grade-appropriate words correctly, consulting references as needed
L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening <ul style="list-style-type: none"> ✓ Choose words and phrases to convey ideas precisely ✓ Choose punctuation for effect ✓ Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)
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 <ul style="list-style-type: none"> ✓ Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase ✓ Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>) ✓ Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases

L.4.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <ul style="list-style-type: none"> ✓ Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context ✓ Recognize and explain the meaning of common idioms, adages, and proverbs ✓ Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)
L.4.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or state of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation)</p>

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● Why is it important to listen to all sides of an issue, topic, or problem before making a decision? ● How does the structure of a writer’s sentences make the writing fluent and engaging to read? ● How does one effectively plan, present, and critique written information and persuasive arguments? ● How can analyzing word structures help readers understand word meanings? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Learning how to interact with others by sharing knowledge is a lifelong skill ● Good readers identify the reasons/examples/evidence an author uses to support points and ideas to enhance their understanding of an information text knowing there is more than one point of view on a topic can assist in decision making ● Good writers address the needs of the audience and use an engaging voice as they develop their thoughts and ideas ● Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text
--	--

<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> ● How to apply reading strategies to 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Draw conclusions
---	---

<p>monitoring comprehension before, during, and after reading</p> <ul style="list-style-type: none"> ● How to respond to explanatory and expository writing tasks ● How to properly identify and use pronouns, and quotations in writing ● linking/transitional words, phrases, clauses (i.e. for instance, in order to, in addition) ● How to use linking/transitional words (i.e. on the other hand) to show relationships ● How parts of a word determine its meaning the different types of figurative language ● How to read literary and informational grade level texts ● How to analyze and respond to an open-ended question 	<ul style="list-style-type: none"> ● Identify steps in a process ● Compare and contrast ● Determine meanings of words using context clues and other references ● Apply phonics and word analysis skills to decode words ● Read fluently on independent level ● Cite evidence from text ● Use the writing process incorporation the Traits of Writing ● Include an appropriate beginning, middle and end in their writing ● Use technology to write ● Use various sources to gather information (print materials, technology....) to write expository pieces ● Identify and use pronouns correctly ● Use commas where appropriate in writing ● Identify and use affixes (prefix, suffix) including Greek and Latin to determine word meaning ● Identify and use root words in Greek and Latin to determine meanings ● Use linking/transitional words that show relationships ● Spell K-4 grade level words correctly ● Develop the skills to acquire and maintain vocabulary
--	--

<p>Lavallette Elementary School English Language Arts Curriculum Unit Overview</p>	
<p>Content Area: English Language Arts</p>	<p>Grade Level: Fourth Grade</p>
<p>Domain (Unit Title): Reading, Writing, Speaking and Listening, Language Unit 6</p>	
<p>Cluster Summary: During this unit, students will discover the stories and traditions of cultures across the globe as they read folktales, legends, and myths. Students will compare</p>	

and contrast the themes, setting and plots of texts within these genres. They will use ideas from what they read in this unit's folktales, legends and myths to create their own creative writing. The students will focus on reviewing all of the writing traits that should be used in all pieces of writing (ideas, organization, word choice, voice, sentence fluency, and conventions)

Primary Interdisciplinary Connections: Mathematics, Language Arts Literacy, Science, Social Studies. All of the NJ State Standards may be found on the New Jersey state website.

21 Century Themes:

All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society and the universe.

<p>21st Century Life & Career Skills</p>	<p>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<p>Personal Financial Literacy</p>	<p>All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.</p>
<p>Career Awareness, Exploration, and Preparation</p>	<p>All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p>
<p>Career and Technical Education</p>	<p>All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.</p>

Learning Targets

Reading: Students will...

- Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
- Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed

Writing: Students will...

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content
- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

Speaking and Listening: Students will

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience
- Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Language: Students will...

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression

Number	Standard for Mastery
	READING STANDARDS: LITERATURE
RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text
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
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
RL.4.9	Compare, contrast, and reflect on (eg. Practical knowledge, historical/cultural context, and background knowledge) genre, (e.g., mysteries and adventure stories) on their approaches to similar themes and topics
RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed

	READING STANDARDS: INFORMATIONAL TEXT
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
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text
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
RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</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
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
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text
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
RI.4.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed
	READING FOUNDATION SKILLS
RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words

	<ul style="list-style-type: none"> ✓ 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
RF.4.4	<p>Read with sufficient accuracy and fluency to support comprehension</p> <ul style="list-style-type: none"> ✓ Read grade-level text with purpose and understanding ✓ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression ✓ Use context to confirm or self-correct word recognition and understanding, rereading as necessary
	WRITING STANDARDS
W.4.1	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</p> <ul style="list-style-type: none"> ✓ Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose ✓ Provide reasons that are supported by facts from texts and/or other sources ✓ Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition) ✓ Provide a conclusion related to the opinion presented
W.4.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <ul style="list-style-type: none"> ✓ 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 ✓ Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic ✓ Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>) ✓ Use precise language and domain-specific vocabulary to inform about or explain the topic ✓ Provide a conclusion related to the information or explanation presented
W.4.4	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>

W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing
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
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
W.4.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <ul style="list-style-type: none"> ✓ Apply <i>grade 4 Reading standards</i> to literature (e.g., “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].”) ✓ Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”)
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
	SPEAKING AND LISTENING STANDARDS
SL.4.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly</p> <ul style="list-style-type: none"> ✓ Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion ✓ Follow agreed-upon rules for discussions and carry out assigned roles ✓ Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others ✓ Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally)
SL.4.3	Identify the reasons and evidence a speaker provides to support particular points
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
SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes
SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation
	LANGUAGE STANDARDS
L.4.1.a L.4.1.c L.4.1.d L.4.1.e	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ul style="list-style-type: none"> ✓ Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>) ✓ Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions ✓ Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>) ✓ Form and use prepositional phrases
L.4.2.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ul style="list-style-type: none"> ✓ Use correct capitalization ✓ Use commas and quotation marks to mark direct speech and quotations from a text ✓ Use a comma before a coordinating conjunction in a compound sentence ✓ Spell grade-appropriate words correctly, consulting references as needed

L.4.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening</p> <ul style="list-style-type: none"> ✓ Choose words and phrases to convey ideas precisely ✓ Choose punctuation for effect ✓ Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)
L.4.4	<p>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</p> <ul style="list-style-type: none"> ✓ Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase ✓ Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>) ✓ Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases
L.4.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <ul style="list-style-type: none"> ✓ Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context ✓ Recognize and explain the meaning of common idioms, adages, and proverbs ✓ Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)
L.4.6	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or state of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation)</p>

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How does writing make thinking visible and clarify understanding? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Writing is a tool for thinking: solving problems, exploring issues,
--	---

<ul style="list-style-type: none"> • What do readers do when they do not understand everything in a text? • How do different cultures change a theme or topic from stories and myths? 	<p>constructing questions, and addressing inquiry</p> <ul style="list-style-type: none"> • Myths and stories that address the same theme can be similar or different because of different cultures • Good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful • As good readers they should employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension • Good readers develop effective summaries that capture the main ideas of informational text • Good readers create effective summaries that capture the central idea or theme of the text • Good readers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text
---	---

<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • How to apply reading strategies to monitor comprehension before, during, and after reading • Interpret the author's essential message and theme generalizations • How to summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence • How to apply the writing process to different genres • How to use grammatical conventions in writing 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Self-monitor their comprehension using grade level reading strategies • Identify the theme and message of a legend, folktales, and myths • Make implied inferences about the literary elements and author's decisions in a text • Summarize text • Determine meanings of words using context clues and other references • Apply phonics and word analysis skills to decode words read fluently on independent level • Cite evidence from text • Use the writing process incorporating
--	--

	<p>the traits of writing</p> <ul style="list-style-type: none"> ● Include an appropriate beginning, middle and end in their writing ● Write in different genres based upon audience and purpose ● Write a friendly letter using correct format ● Identify the elements of different writing genres ● Continue to use figurative language to enhance writing ● Spell K-4 words correctly and develop the skills to acquire and maintain vocabulary
--	---

EVIDENCE OF LEARNING

Formative Assessments

<ul style="list-style-type: none"> ● Teacher observations ● Journals ● Open ended questions ● Exit slip ● conferencing/reviews/audit ● Simulations ● Written questions/exercises with short, extended or multiple-choice answers ● rubrics 	<ul style="list-style-type: none"> ● Class activities/discussion ● Fluency assessments ● Teacher student conferences ● Portfolio assessment ● Homework exercises ● Assignments ● Projects ● Running records/anecdotal notes
--	---

Summative Assessments

- State assessments
- Open ended questions
- End of unit assessments
- projects

Modifications (ELLs, Special Education, Gifted and Talented)

- Leveled Guided Reading books
- Paired partner reading
- Literacy projects
- Student choice for publication
- Differentiated instruction/layered curriculum/tiered lessons
- Computer based programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

- **Suggested/possible modifications for *Gifted and Talented***
 - Ask open-ended questions
 - Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
 - Do not always be explicit, allow for discovery
 - Use centers and group students according to ability or interest
 - Ask "why" and "what if" questions
 - Use varied modes of pre-assessment and assessment

- **Follow all IEP modifications/504 Plans**

Teacher Notes:

- Infuse various literary genres throughout the year (i.e. realistic fiction, historical fiction, science fiction, fantasy, folktale, myth, legend, biography, mystery, nonfiction, poetry)
- Add a creative writing piece to student writing portfolio
- The following foundational skills should be developed continuously throughout the year:

Reading:

- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

Writing:

- Use written and oral English appropriate for various purposes and audiences
- Create and develop texts that include the following text features:
 - Development: the topic, theme, stand/perspective, argument or character is fully developed
 - Organization: the text exhibits a discernible progression of ideas
 - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
 - Word choice: the words are precise and vivid

- Create and develop texts that include the following language conventions:
 - Sentence formation: sentences are complete and varied in length and structure
 - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text