

Board Approved August 2017

Week	Marking Period 1	Week	Marking Period 3
1	Start Smart	21	Unit 3 Week 6: Review/Assess/Extend
2	Start Smart	22	Unit 4 Week 1: Our Government
3	Unit 1 Week 1: Clever Ideas	23	Unit 4 Week 2: Leadership
4	Unit 1 Week 2: Think of Others	24	Unit 4 Week 3: Breakthroughs
5	Unit 1 Week 3: Take Action	25	Unit 4 Week 4: Wonders in the Sky
6	Unit 1 Week 4: Ideas in Motion	26	Unit 4 Week 5: Achievements
7	Unit 1 Week 5: Putting Ideas to Work	27	Unit 4 Week 6: Review/Assess/Extend
8	Unit 1 Week 6: Review/Assess/Extend	28	Novel Study
9	Unit 2 Week 1: Literary Lessons	29	Unit 5 Week 1: Making It Happen
10	Unit 2 Week 2: Animals in Fiction	30	Unit 5 Week 2: On the Move
Week	Marking Period 2	Week	Marking Period 4
11	Unit 2 Week 3: Natural Connections	31	Unit 5 Week 3: Inventions
12	Unit 2 Week 4: Adaptations	32	Unit 5 Week 4: Zoom In
13	Unit 2 Week 5: Animals All Around	33	Unit 5 Week 5: Digging Up the Past
14	Unit 2 Week 6: Review/Assess/Extend	34	Unit 5 Week 6: Review/Assess/Extend
15	Novel Study	35	Unit 6 Week 1: Old and New
16	Unit 3 Week 1: Friendship	36	Unit 6 Week 2: Notes from the Past
17	Unit 3 Week 2: Helping the Community	37	Unit 6 Week 3: Resources
18	Unit 3 Week 3: Liberty and Justice	38	Unit 6 Week 4: Money Matters
19	Unit 3 Week 4: Powerful Words	39	Unit 6 Week 5: Finding My Place
20	Unit 3 Week 5: Feeding the World	40	Unit 6 Week 6: Review/Assess/Extend

*Week 6 includes review, assessment, and extension activities. Week 6 activities may include: Tier 2 Intervention, Research Simulation Tasks, Literary Analysis Tasks, Narrative Writing Tasks, Reader's Theater, Inquiry Space Projects, Project Presentations, Unit Assessments, Level Up Assessments, Novel Study, and other activities..

Time Frame	2 weeks
Topic	
Start Smart	
Essential Questions	
<ul style="list-style-type: none"> • What discoveries can people make when they cooperate with others? 	
Enduring Understandings	
<ul style="list-style-type: none"> • When people cooperate, they work together toward the same goal. • They live together in harmony, or in friendly agreement. 	
Alignment to NJSL	
<p><u>English Language Arts</u></p> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. <input type="checkbox"/> RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. <input type="checkbox"/> 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). <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. <input type="checkbox"/> RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. <ul style="list-style-type: none"> <input type="checkbox"/> A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. <input type="checkbox"/> RF.4.4. Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <input type="checkbox"/> A. Read grade-level text with purpose and understanding. <input type="checkbox"/> B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. <input type="checkbox"/> C. Use context to confirm or self-correct word recognition and understanding, rereading as 	

necessary.

Writing:

- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 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:

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Language:

- 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.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Technology

- TECH.8.1.5.A.1 - [*Cumulative Progress Indicator*] - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- TECH.8.1.5.E.CS1 - [*Content Statement*] - Plan strategies to guide inquiry.
- TECH.8.1.5.E.CS2 - [*Content Statement*] - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
- TECH.8.1.5.E.CS3 - [*Content Statement*] - Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
- TECH.8.1.5.E.1 - [*Cumulative Progress Indicator*] - Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Life and Career Skills

- CAEP.9.2.4.A.3 - [*Standard*] - Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. (Research and Inquiry Project)

Key Concepts and Skills**Reading Literature Text/Informational Text**

Students will

- identify the key details of a text that support a main idea.
- analyze the actions and thoughts of characters and speakers in texts, looking for patterns.

- determine the theme or main idea of the text.
- summarize key points of a text.
- explain how the author supports main ideas in informational text with key details.
- read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.
- read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- refer to the text when drawing conclusions as well as when answering directly stated questions.
- read text closely, looking for key details regarding character, setting, or plot.
- analyze story elements for literal and inferential meaning.
- refer to the text to describe various story elements.
- explain the differences between poems, drama, and prose.
- explain how structural elements are used to create an oral or written response to a text.
- identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc).
- read two texts closely on the same subject to identify key details.
- synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Reading Foundational Skills

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- read grade-level poetry and prose aloud accurately.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Writing

Students will

- produce writing that is clear and understandable to the reader.
- unpack writing tasks (type of writing assignment).
- unpack writing purpose (the writer's designated reason for writing).
- focus the organization and development of a topic to reflect the task and purpose.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.

- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)

Language

Students will

- use 4th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use knowledge of synonyms and antonyms to broaden vocabulary.
- decipher the meanings of words and phrases by using sentence context.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.

Learning Activities

Reading Literature/Informational Text/Foundational Skills

- Introduce Close Reading Routine
 - Read
 - Reread
 - Integrate
- Introduce Comprehension Skills
 - Determining theme.
 - Determining main idea and key details.
- Introduce Genres
 - Folktales
 - Persuasive Article

Foundational Skills

- Phonics / Word Study
 - Introduce Multisyllabic Word Strategy
 - Introduce 6 Syllable Types-Closed, Open, Final Stable, Vowel Team, r-controlled, Final (Silent) e
- Reading Every Day-Fluency and Independent Reading (Daily Sustained Silent Reading)
 - Phrasing
 - Rate
 - Expression
 - Accuracy

Writing

- Write to Sources
 - Analyze the Prompt
 - Analyze Text Evidence
 - Analyze the Model
 - Share the Prompt
- Set Up Writer's Notebooks
- Research and Inquiry
 - Research to build and present knowledge

- Share What You Know
- Find Resources
- Guided Practice
- Create the Project: Mock Interview
- Present the Interview

Speaking and Listening

- Build background knowledge on weekly concept
- Introduce and discuss the Essential Question
- Generate words and phrases related to the Essential Questions using a Concept Web
- Engage in collaborative conversations about the weekly concept
- Paraphrase portions of print or digital text related to the weekly concept
- Present information on the weekly concept

Language

- Vocabulary Routine
 - Introduce the Define/Example/Ask Routine
- Building Vocabulary-Word Wall Set Up
- Vocabulary Strategies
 - Context Clues
 - Using a Thesaurus
 - Using a Dictionary or Glossary
 - Morphology-Greek and Latin Roots and Prefixes and Suffixes

Assessments

Placement and Diagnostic Assessments may include...

- Oral Reading Fluency Assessment
- Placement and Diagnostic Comprehension Assessment (Leveled Passages)
- Phonics Assessments
- Vocabulary Assessments (Verbal Language Scales)
- Spelling Assessments (Inventory of Developmental Spelling)
- Writing Assessments (Writing Prompts)

Time Frame	6 weeks
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Topic**Unit 1 Big Idea: Think It Through****Essential Questions**

How can a challenge bring out our best?

Week 1 Weekly Concept: Clever Ideas

- Where do good ideas come from?

Week 2 Weekly Concept: Think of Others

- How do your actions affect others?

Week 3 Weekly Concept: Take Action

- How do people respond to natural disasters?

Week 4 Weekly Concept: Ideas in Motion

- How can science help you understand how things work?

Week 5 Weekly Concept: Putting Ideas to Work

- How can starting a business help others?

Week 6 Review/Assess/Extend

- How can a challenge bring out our best?

Enduring Understandings

- People come up with clever and original ideas every day. They can result of an accident, brainstorming, or observation.
- We are accountable for everything we do because it may affect others.
- After a disaster, rescue workers search for people who may be trapped and try to rescue them.
- Science is about inquiry, or asking questions and trying to find out answers.
- Starting a business can provide goods and services that others need. It can provide things for a community that it didn't have before.

Alignment to NJSL**Reading:**

- RL.4.1 - Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- 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.4.7. 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 (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- 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.
- 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 *grade 4 topic or subject area*.
- 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.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- 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 year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- RF.4.3 - Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.4.4 - Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

- W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. 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.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words and phrases to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- 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 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - A. Apply *grade 4 Reading standards* 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].").
 - B. Apply grade 4 Reading standards 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:

- SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles
 - C. 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.
 - D. 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.4.5. 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:

- L.4.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
 - F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- L.4.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use correct capitalization.
 - C. Use a comma before a coordinating conjunction in a compound sentence.
 - D. 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.
 - B. Choose punctuation for effect.
- 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.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
- L.4.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- L.4.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

Social Studies

- SOC.6.1.4.C.6 - [*Cumulative Progress Indicator*] - Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

Science

- 4-PS3-1 - Use evidence to construct an explanation relating the speed of an object to the energy of that object.
- 4-PS3-3 - Ask questions and predict outcomes about the changes in energy that occur when objects collide.

Technology

- TECH.8.1.5.A.3 - Use a graphic organizer to organize information about problem or issue.
- TECH.8.1.5.C.CS1 - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media

21st Century Life and Career Skills

- CRP.K-12.CRP4.1 - Career-ready individuals communicate thoughts, ideas, and action plans with

clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Key Concepts and Skills

Reading Literature Text/Informational Text

Students will

- read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- refer to the text when drawing conclusions as well as when answering directly stated questions.
- identify the key details of a text that support the main idea.
- analyze the actions and thoughts of characters or speakers in texts, looking for patterns.
- determine the theme or main idea of the text.
- summarize the key points of a text.
- explain how the author supports main ideas in informational text with key details.
- determine the meaning of words and phrases in a text.
- identify words that allude to significant characters (i.e.: Herculean)
- identify metaphors and similes.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).
- identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc).
- read text closely, looking for key details regarding character, setting, or plot.
- analyze story elements for literal and inferential meaning.
- refer to the text to describe various story elements.
- link the reading of the text to listening or viewing the same story.
- compare what was read to what was visualized and heard.
- cite textual evidence to support comparisons.
- read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.
- identify similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature.
- analyze how the theme is presented in the text.
- analyze the influence of culture on similar themes.
- explain the differences between poems, drama, and prose.
- explain how structural elements are used to create an oral or written response to text.
- analyze information presented in various formats to identify the key details.
- understand what is heard, viewed, or presented through various media formats to help make meaning of the text.
- explain how the information presented in various formats aids to the overall meaning.
- read two texts closely on the same subject to identify key details.
- synthesize information from two texts about the same subject in a written or oral response that

demonstrates knowledge of the subject.

- read text closely to identify key details.
- explain how or why historical events, scientific ideas or “how to” procedures happened.
- use the text to support their answers.

Reading Foundational Skills

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- read grade-level poetry and prose aloud accurately.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Writing

Students will

- distinguish facts from opinions.
- organize text by using a specific organizational structure (i.e.: cause/effect, chronological order, etc).
- group supporting details to support the writer’s purpose.
- introduce a topic or text clearly.
- state an opinion to be supported with evidence.
- write a thesis statement to focus the writing.
- purposefully select information to develop the topic.
- select specific language and vocabulary to convey ideas and information.
- provide a conclusion related to the information or explanation.
- compose a story hook to engage the reader.
- establish the story’s background or situation.
- introduce a narrator and/or characters.
- purposefully arrange events to make the story flow.
- use dialogue and description to develop experiences and events.
- show the responses of characters to situations, when appropriate.
- use a variety of transitional words and phrases to manage the sequence of events.
- use concrete words and phrases to relay story details.
- use sensory details to convey experiences and events precisely.
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- research information from print and digital sources.
- integrate information from personal experience.

- take notes and organize their information into categories.
- list the sources used.

Speaking and Listening

Students will

- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- engage in collaborative (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc).
- identify the key points and supporting details of a text presented orally.
- restate the key information from a written text read aloud or information presented in multiple formats.
- integrate audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes.
- speak for a variety of purposes.
- distinguish between formal and informal discourse.
- adapt speech to a variety of contexts and tasks.

Language

Students will

- identify and define relative pronouns.
- use appropriate relative pronouns and relative adverbs when writing or speaking.
- select punctuation to create effect in writing.
- identify the components of complete sentences.
- consistently write in complete sentences.
- distinguish complete sentences, fragments, and run-on sentences.
- revise fragments and run-ons to form complete sentences.
- identify rules for capitalization.
- apply capitalization rules consistently.
- identify coordinating conjunctions in sentences.
- use a comma before a coordinating conjunction in a compound sentence.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- decipher the meanings of words and phrases by using sentence context.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- use 4th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use knowledge of synonyms and antonyms to broaden vocabulary.
- identify idioms, adages, and proverbs in text.
- explain the meaning of common idioms, adages, and proverbs.
- determine synonyms and antonyms of words to show meaning.

Learning Activities

Reading Literature/Informational Text/Foundational Skills

- Cite relevant evidence from text
- Determine text structure
 - Compare and contrast

- Cause and Effect
- Make Predictions
- Reread
- Define characteristics of Genre:
 - Fairy Tale
 - Realistic Fiction
 - Expository Text
 - Narrative Nonfiction
 - Persuasive Article
- Determine key ideas and details
- Identify character, setting, plot: sequence
- Determine character, setting, plot: problem and solutions
- Determine main idea and key details
- Interpret information presented visually
- Gather relevant information from digital sources
- Navigate Links
- Connect to the Essential Question-Close Reading Companion
 - Text to Poetry
 - Text to Photography
 - Text to Media

Foundational Skills

- Phonics / Word Study - Students will use and identify:
 - Short vowels
 - Inflectional endings
 - Long a
 - Long e
 - Plurals
 - Long i
 - Long o
 - Compound Words
- Fluency
 - Intonation
 - Phrasing and Rate
 - Expression and Rate
 - Accuracy

Writing

- Write to Sources
 - Draw evidence from literature and informational text
 - Write opinion text: sentence length
 - Write narrative text: descriptive details, focus on an event
 - Write informative text: supporting details, sequence
 - Conduct research
 - Select reliable sources
- Writing Process (Friendly Letter or Narrative)
 - Prewrite a Friendly Letter
 - Draft and Revise a Friendly Letter
 - Proofread/Edit and Publish a Friendly Letter
 - Prewrite a Personal Narrative
 - Draft and Revise a Personal Narrative
 - Edit/proofread and publish a narrative text.
- Research and Inquiry Projects
 - Interview a Classmate
 - Research the Effects of Human Actions
 - Make a Poster

- Research a Topic
- Research a Famous Business Owner

Speaking and Listening

- Build background knowledge on weekly concept
 - Introduce and discuss the Essential Question
 - Generate words and phrases related to the Essential Questions using a Concept Web
 - Engage in collaborative conversations about the weekly concept
 - Paraphrase portions of print or digital text related to the weekly concept
 - Present information on the weekly concept

Language

- Conventions
 - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
 - Use a comma before a coordinating conjunction in a compound sentence
 - Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Demonstrate understanding of synonyms, idioms, and multiple-meaning words
 - Use context clues to understand the meaning of a word
 - Use suffixes as clues to the meaning of a word

Assessments

- Quizzes
- Weekly Assessments
- Unit Assessments
- Oral Reading Fluency Assessments
- Running Records
- Observational Rubrics
- Writing Rubrics
- Project Rubrics

Time Frame	6 weeks
Topic	
Unit 2 Big Idea: Amazing Animals	
Essential Questions	
What can animals teach us?	
Week 1 Weekly Concept: Literary Lessons	
<ul style="list-style-type: none"> ● What are some messages in animal stories? 	
Week 2 Weekly Concept: Animals in Fiction	
<ul style="list-style-type: none"> ● How do animal characters change familiar stories? 	
Week 3 Weekly Concept: Natural Connections	
<ul style="list-style-type: none"> ● How are living things connected? 	
Week 4 Weekly Concept: Adaptations	

- What helps an animal survive?

Week 5 Weekly Concept: Animals All Around

- How are writers inspired by animals?

Week 6 Review/Assess/Extend

- What can animals teach us?

Enduring Understandings

- Animals in stories may reveal a lesson about how people should act.
- Sometimes stories use animal characters you may be familiar with.
- Living things in an ecosystem depend on each other.
- Adaptations help living things survive.
- Animals have inspired writers throughout the centuries. Many poems and stories tell about animals in descriptive detail.

Alignment to NJSL**English Language Arts*****Reading:***

- RL.4.1 - Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL.4.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- 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.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- 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.
- 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 grade 4 topic or subject area.
- RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- 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 year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- RF.4.3 - Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

- RF.4.4 - Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

- W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.4.3 - Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 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 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - B. Apply *grade 4 Reading standards* 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:

- SL.4.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. 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.
 - D. 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.

Language:

- L.4.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use correct capitalization.
 - D. Spell grade-appropriate words correctly, consulting references as needed.
- 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.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
- L.4.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
 - C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- L.4.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

Social Studies

- SOC.6.1.4.B.2 - Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence.

Science

- 4-LS1-2 - Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
- 4-LS1-1 - Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Technology

- TECH.8.1.5.A.3 - Use a graphic organizer to organize information about problem or issue.
- TECH.8.1.5.C.CS1 - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media

21st Century Life and Career Skills

- CRP.K-12.CRP4.1 - Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Key Concepts and Skills**Reading Literature Text/Informational Text**

Students will

- read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- refer to the text when drawing conclusions as well as when answering directly stated questions.
- identify the key details of a text that support the main idea.
- analyze the actions and thoughts of characters or speakers in texts, looking for patterns.
- determine the theme or main idea of the text.
- summarize the key points of a text.
- explain how the author supports main ideas in informational text with key details.
- explain the differences between poems, drama, and prose.
- explain how structural elements are used to create an oral or written response to a text.
- identify the narrator's point of view
- find the similarities and differences in the narration between a story written in first person and a story written in third person point of view.
- identify similarities and differences in themes, topics, and patterns of events.
- analyze how the theme is presented in the text.
- analyze the influence of culture on similar themes.
- read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.
- read text closely to identify key details.
- explain how or why historical events, scientific ideas or "how to" procedures happened.
- use the text to support their answers.
- determine the meaning of words and phrases in a text.
- identify words that allude to significant characters (i.e.: Herculean)
- identify metaphors and similes.
- analyze information presented in various formats to identify the key details.
- understand what is heard, viewed, or presented through various media formats to help make meaning of the text.
- explain how the information presented in various formats aids to the overall meaning.
- read two texts closely on the same subject to identify key details.
- synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Reading Foundational Skills

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- read grade-level poetry and prose aloud accurately.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Writing

Students will

- distinguish fact from opinions.
- organize text by using a specific organizational structure (i.e.: cause/effect, chronological order, etc)
- group supporting details to support the writer's purpose.
- introduce a topic or text clearly.
- state an opinion to be supported with evidence.

- write a thesis statement to focus the writing.
- use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate.
- purposefully select information to develop the topic.
- link ideas within paragraphs and sections of information using words and phrases.
- use transitional words and phrases.
- select specific language and vocabulary to convey ideas and information.
- compose a story hook to engage the reader.
- establish the story's background or situation.
- introduce a narrator and/or characters.
- purposefully arrange events to make the story flow.
- use dialogue and description to develop experiences and events.
- show the responses of characters to situations, when appropriate.
- provide a conclusion that follows from the narrated experiences or events.
- practice revising and editing skills.
- change word choice and sentence structure in writing to strengthen the piece.
- use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing.
- recognize spelling, grammar, and punctuation errors.
- employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- research information from print and digital sources.
- integrate information from personal experience.
- take notes and organize their information into categories.
- list the sources used.
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.
- participate in a variety of rich, structured conversations.
- engage in conversations about grade-appropriate topics and texts.
- engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn-talking, linking ideas to the speaker's idea, sharing the floor, etc).
- identify the key points and supporting details of a text presented orally.
- restate the key information from a written text read aloud or information presented in multiple formats.

Language

Students will

- identify rules for capitalization.
- apply capitalization rules consistently.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- decipher the meaning of words and phrases by using sentence context.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- identify similes and metaphors in text.
- explain the meaning of simple similes and metaphors.
- use 4th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use knowledge of synonyms and antonyms to broaden vocabulary.
- determine synonyms and antonyms of words to show meaning.

Learning Activities**Reading Literature/Informational Text**

- Cite relevant evidence from text
- Define characteristics of Genre:
 - Folktale
 - Drama
 - Narrative Nonfiction
 - Expository Text
 - Lyric Poetry and Haiku
- Determine theme
- Determine main idea and key details
- Determine point of view
- Ask and answer questions
- Summarize text
- Interpret information presented visually
- Gather relevant information from digital sources
- Navigate Links
- Connect to the Essential Question-Close Reading Companion
 - Text to Fine Art
 - Text to Media
 - Text to Poetry

Foundational Skills

- Phonics / Word Study - Students will use and identify:
 - Prefixes
 - Inflectional Endings
 - Diagraphs
 - Possessives
 - Three-Letter Blends
 - Words Ending in -er and -est

- r-Controlled Vowels /ar/ and /or/
- Suffixes -ful and -less
- Suffixes
- Contractions
- Fluency
 - Rate
 - Expression and Phrasing
 - Accuracy
 - Intonation

Writing

- Write to Sources
 - Draw evidence from literature and informational text
 - Write narrative text-strong openings, informal voice
 - Write informative text: supporting details, logical order
 - Write opinion text: precise language
 - Conduct research
 - Select reliable sources
- Writing Process (Explanatory or How-To)
 - Prewrite a Explanatory Essay
 - Draft and Revise an Explanatory Essay
 - Proofread/Edit and Publish an Explanatory Essay
 - Prewrite a How-To Text
 - Draft and Revise a How-To Text
 - Edit/Proofread and Publish a How-To Text
- Inquiry Space-Informative Performance Task-Investigate Sharks
 - Research Plan
 - Evaluate Sources
 - Take Notes on Sources
 - Outline and Draft
 - Collaborative Conversation, Revise, Edit
 - Publish and Present

Speaking and Listening

- Build background knowledge on weekly concept
- Introduce and discuss the Essential Question
- Generate words and phrases related to the Essential Questions using a Concept Web
- Engage in collaborative conversations about the weekly concept
- Paraphrase portions of print or digital text related to the weekly concept
- Present information on the weekly concept

Language

- Conventions
 - Explain the function of nouns in general and their functions in particular sentences
 - Form and use regular and irregular plural nouns
 - Form and use possessive nouns
 - Combine sentences using subject nouns and predicate nouns
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Use root words as clues to the meaning of a word
 - Demonstrate understanding of antonyms
 - Use context clues to understand the meaning of a word
 - Use prefixes as clues to the meaning of a word
 - Demonstrate understanding of similes and metaphors

- Quizzes
- Weekly Assessments
- Unit Assessments
- Oral Reading Fluency Assessments
- Running Records
- Observational Rubrics
- Writing Rubrics
- Project Rubrics

Time Frame	6 weeks
Topic	
Unit 3 Big Idea: That’s the Spirit!	
Essential Questions	
How can you show your community spirit?	
<p>Week 1 Weekly Concept: Friendship</p> <ul style="list-style-type: none"> ● How can you make new friends feel welcome? <p>Week 2 Weekly Concept: Helping the Community</p> <ul style="list-style-type: none"> ● In what ways can you help your community? <p>Week 3 Weekly Concept: Liberty and Justice</p> <ul style="list-style-type: none"> ● How can one person make a difference? <p>Week 4 Weekly Concept: Powerful Words</p> <ul style="list-style-type: none"> ● How can words lead to change? <p>Week 5 Weekly Concept: Feeding the World</p> <ul style="list-style-type: none"> ● In what ways can advances in science be helpful or harmful? <p>Week 6 Review/Assess/Extend</p> <ul style="list-style-type: none"> ● How can you show your community spirit? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● People can be good friends by being trustworthy. ● Volunteering is an important way to give back to the community. ● Superheros are famous for protecting people, but everyday heros are the ones who make a real difference. ● By giving an address, or formal speech, people are able to spread ideas to many people. ● New discoveries have enables scientists to change the characteristics of some plants and animals. 	
Alignment to NJSLs	
<u>English Language Arts</u>	
<i>Reading:</i>	
<ul style="list-style-type: none"> <input type="checkbox"/> RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. <input type="checkbox"/> 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). <input type="checkbox"/> 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 (e.g. practical knowledge, historical/cultural context, and background knowledge) stories of the same 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.
- 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.4.3. 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.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- 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 year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - B. Provide reasons that are supported by facts from texts and/or other sources.
 - C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - D. Provide a conclusion related to the opinion presented.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - E. 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.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words and phrases to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- 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.4.7. 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. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - A. Apply *grade 4 Reading standards* 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].”).
 - B. Apply *grade 4 Reading standards* 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:

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. 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.
 - D. 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.

Language:

- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - B. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
 - C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use correct capitalization.
 - D. Spell grade-appropriate words correctly, consulting references as needed.
- 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.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

- ❑ L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

Social Studies

- ❑ SOC.6.1.4.D.CS1 - [Content Statement] - Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation.
- ❑ SOC.6.1.4.D.1 - [Cumulative Progress Indicator] - Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

Science

- ❑ 4-ESS3-1 - Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Technology

- ❑ TECH.8.1.5.A.3 - Use a graphic organizer to organize information about problem or issue.
- ❑ TECH.8.1.5.C.CS1 - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media

21st Century Life and Career Skills

- ❑ CRP.K-12.CRP1.1 - Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
- ❑ CRP.K-12.CRP11.1 - Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

Key Concepts and Skills**Reading Literature Text/Informational Text**

Students will

- read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- refer to the text when drawing conclusions as well as when answering directly stated questions.
- read text closely, looking for key details regarding character, setting, or plot.
- analyze story elements for literal and inferential meaning.
- refer to the text to describe various story elements.
- identify the narrator's point of view
- find the similarities and differences in the narration between a story written in first person and a story written in third person point of view.
- identify similarities and differences in themes, topics, and patterns of events.
- analyze how the theme is presented in the text.
- analyze the influence of culture on similar themes.
- read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and

life by encountering appropriately complex texts.

- read texts with scaffolding as needed.
- read text closely to identify key details.
- explain how or why historical events, scientific ideas or “how to” procedures happened.
- use the text to support their answers.
- analyze information presented in various formats to identify the key details.
- understand what is heard, viewed, or presented through various media formats to help make meaning of the text.
- explain how the information presented in various formats aids to the overall meaning.
- identify reasons and evidence an author uses to support a claim.
- describe how an author uses proof to support a point in the text.
- read two texts closely on the same subject to identify key details.
- synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Reading Foundational Skills

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- read grade-level poetry and prose aloud accurately.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Writing

Students will

- distinguish fact from opinions.
- organize text by using a specific organizational structure (i.e.: cause/effect, chronological order, etc)
- group supporting details to support the writer’s purpose.
- introduce a topic or text clearly.
- state an opinion to be supported with evidence.
- write a thesis statement to focus the writing.
- logically order reasons that are supported by facts.
- support the opinion with facts and details from texts or other sources.
- use transitional words and phrases to connect opinions to reasons.
- write a conclusion related to the opinion presented.
- purposefully select information to develop the topic.
- provide a conclusion related to the information or explanation presented.
- use dialogue and description to develop experiences and events.
- show the responses of characters to situations, when appropriate.
- use a variety of transitional words and phrases to manage the sequence of events.
- use concrete words and phrases to relay story details.
- use sensory details to convey experiences and events precisely.
- provide a conclusion that follows from the narrated experiences or events.
- produce writing that is clear and understandable to the reader.
- unpack writing tasks (type of writing assignment).
- unpack writing purpose (the writer’s designated reason for writing).
- focus the organization and development of a topic to reflect the task and purpose.
- practice revising and editing skills.
- change word choice and sentence structure in writing to strengthen the piece.
- use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing.
- recognize spelling, grammar, and punctuation errors.
- employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).
- research a topic through investigation of the topic.

- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- research information from print and digital sources.
- integrate information from personal experience.
- take notes and organize their information into categories.
- list the sources used.
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.
- participate in a variety of rich, structured conversations.
- engage in conversations about grade-appropriate topics and texts.
- engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn-talking, linking ideas to the speaker's idea, sharing the floor, etc).
- identify the key points and supporting details of a text presented orally.
- restate the key information from a written text read aloud or information presented in multiple formats.
- report on a topic or text, telling a story, or recounting an event in an organized, logical manner.
- present information orally and in coherent, spoken sentences.
- use an appropriate pace when presenting.
- present and logically support personal opinions.

Language

Students will

- identify progressive verb tenses in sentences.
- select the appropriate verb tense to use when writing or speaking.
- identify and define modal auxiliaries.
- use the appropriate modal auxiliary to convey various conditions.
- identify rules for capitalization.
- apply capitalization rules consistently.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- decipher the meaning of words and phrases by using sentence context.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.

- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- use 4th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use knowledge of synonyms and antonyms to broaden vocabulary.
- determine synonyms and antonyms of words to show meaning.

Learning Activities

Reading Literature/Informational Text

- Cite relevant evidence from text
- Determine text structure
 - Point of View
 - Author's Point of View
- Visualize
- Reread
- Define characteristics of Genre:
 - Fantasy
 - Realistic Fiction
 - Biography
 - Persuasive Article
- Determine key ideas and details
- Identify character, setting, plot: sequence
- Interpret information presented visually
- Gather relevant information from digital sources
- Navigate Links
- Connect to the Essential Question-Close Reading Companion
 - Text to Media
 - Text to Poetry
 - Text to Music

Foundational Skills

- Phonics / Word Study - Students will use and identify:
 - Closed Syllables
 - r-Controlled Vowels er, ir, and ur
 - Words with silent letters
 - Open Syllables
 - Soft c and g
 - Final e Syllables
 - Plurals
 - Suffixes -ment, -ness, -age, -ance, -ence
 - Compound words
 - Roots and Related Words
- Fluency
 - Phrasing
 - Rate
 - Expression
 - Accuracy

Writing

- Write to Sources (Book Review or Opinion Essay)
 - Draw evidence from literature and informational text
 - Write opinion text: relevant evidence, audience and purpose
 - Write narrative text: transitions, strong words

- Write informative text: strong conclusions
- Conduct research
- Select reliable sources
- Writing Process (Book Review or Opinion Essay)
 - Prewrite a Book Review
 - Draft and Revise a Book Review
 - Proofread/Edit and Publish a Book Review
 - Prewrite an Opinion Essay
 - Draft and Revise an Opinion Essay
 - Edit/proofread and publish an opinion.
- Inquiry Space-Opinion Performance Task-Take a Stand: Protect the Environment
 - Research Plan
 - Evaluate Sources
 - Take Notes on Sources
 - Outline and Draft
 - Collaborative Conversation, Revise, Edit
 - Publish and Present

Speaking and Listening

- Build background knowledge on weekly concept
- Introduce and discuss the Essential Question
- Generate words and phrases related to the Essential Questions using a Concept Web
- Engage in collaborative conversations about the weekly concept
- Paraphrase portions of print or digital text related to the weekly concept
- Present information on the weekly concept

Language

- Conventions
 - Form and use action verbs
 - Form and use the progressive verb tenses
 - Distinguish main and helping verbs and identify the tenses of helping verbs
 - Form and use linking verbs
 - Form and use irregular verbs
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Demonstrate understanding of synonyms and antonyms
 - Use context clues to understand the meaning of a word
 - Use Latin and Greek suffixes as clues to the meaning of a word
 - Use Greet roots as clues to the meaning of a word

Assessments

- Quizzes
- Weekly Assessments
- Unit Assessments
- Oral Reading Fluency Assessments
- Running Records
- Observational Rubrics
- Writing Rubrics
- Project Rubrics

Time Frame	6 weeks
Topic	
Unit 4 Big Idea: Fact or Fiction?	
Essential Questions	
<p style="text-align: center;">How do different writers treat the same topic?</p> <p>Week 1 Weekly Concept: Our Government</p> <ul style="list-style-type: none"> ● Why do we need government? <p>Week 2 Weekly Concept: Leadership</p> <ul style="list-style-type: none"> ● Why do people run for public office? <p>Week 3 Weekly Concept: Breakthroughs</p> <ul style="list-style-type: none"> ● How do inventions and technology affect your life? <p>Week 4 Weekly Concept: Wonders in the Sky</p> <ul style="list-style-type: none"> ● How do you explain what you see in the sky? <p>Week 5 Weekly Concept: Achievements</p> <ul style="list-style-type: none"> ● How do writers look at success in different ways? <p>Week 6 Review/Assess/Extend</p> <ul style="list-style-type: none"> ● How do different writers treat the same topic? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● Our government is a democracy, which means that it is run by the citizens of our country. ● It is important for people to run for public office and to vote. ● Technology is the use of science for practical purposes. ● For centuries, people have come up with stories to explain what they see in the night sky. ● Success can take many forms. 	
Alignment to NJSL	
<p><u>English Language Arts</u></p> <p><i>Reading:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> RL.4.1 - Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. <input type="checkbox"/> RL.4.2 - Determine a theme of a story, drama, or poem from details in the text; summarize the text. <input type="checkbox"/> 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). <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. <input type="checkbox"/> RL.4.9. Compare, contrast and reflect on (e.g. 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.
- 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.4.3. 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 grade 4 topic or subject area.
- 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.4.7 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- 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 year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - D. Provide a conclusion that follows from the narrated experiences or events.
- 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. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - ❑ A. Apply *grade 4 Reading standards* 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].”).
 - ❑ B. Apply *grade 4 Reading standards* 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:

- ❑ SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.
 - ❑ A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - ❑ B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - ❑ C. 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.
 - ❑ D. 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.

Language:

- ❑ L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - ❑ A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
 - ❑ G. Correctly use frequently confused words (e.g., *to, too, two; there, their*).
- ❑ L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - ❑ B. Use commas and quotation marks to mark direct speech and quotations from a text.
 - ❑ D. Spell grade-appropriate words correctly, consulting references as needed.
- ❑ 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.
 - ❑ A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - ❑ B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - ❑ C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
- ❑ L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - ❑ A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in

context.

- B. Recognize and explain the meaning of common idioms, adages, and proverbs.
- C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

Social Studies

- SOC.6.1.4.A.CS4 There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.
- SOC.6.1.4.A.4 - Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.

Science

- 3-5-ETS1-2 - Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
- SCI.3-4.5.4.4.D - The theory of plate tectonics provides a framework for understanding the dynamic processes within and on Earth.
- SCI.4-PS3-1 - Use evidence to construct an explanation relating the speed of an object to the energy of that object.

Technology

- TECH.8.1.5.A.3 - Use a graphic organizer to organize information about problem or issue.
- TECH.8.1.5.C.CS1 - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media

21st Century Life and Careers

- CRP.K-12.CRP4.1 - Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Key Concepts and Skills

Reading Literature Text/Informational Text

Students will

- read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- refer to the text when drawing conclusions as well as when answering directly stated questions.
- identify the key details of a text that support the main idea.
- analyze the actions and thoughts of characters and speakers in texts, looking for patterns.
- determine the theme or main idea of the text.
- summarize the key points of the text.
- explain how the author supports main ideas in informational text with key details.
- determine the meaning of words and phrases in a text.
- identify words that allude to mythological characters (ie: Herculean).
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).

- identify metaphors and similes.
- read text closely, looking for key details regarding character, setting, or plot.
- analyze story elements for literal and inferential meaning.
- refer to the text to describe various story elements.
- identify the narrator's point of view
- find the similarities and differences in the narration between a story written in first person and a story written in third person point of view.
- explain the differences between poems, drama, and prose.
- explain how structural elements are used to create an oral or written response to a text.
- link the reading of the text to listening or viewing the same story.
- compare what was read to what was visualized and heard.
- cite textual evidence to support comparisons.
- identify similarities and differences in themes, topics, and patterns of events.
- analyze how the theme is presented in the text.
- analyze the influence of culture on similar themes.
- read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.
- read text closely to identify key details.
- explain how or why historical events, scientific ideas or "how to" procedures happened.
- use the text to support their answers.
- analyze information presented in various formats to identify the key details.
- understand what is heard, viewed, or presented through various media formats to help make meaning of the text.
- explain how the information presented in various formats aids to the overall meaning.
- identify reasons and evidence an author uses to support a claim.
- describe how an author uses proof to support a point in the text.
- read two texts closely on the same subject to identify key details.
- synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc).

Reading Foundational Skills

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- read grade-level poetry and prose aloud accurately.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Writing

Students will

- distinguish fact from opinions.
- organize text by using a specific organizational structure (i.e.: cause/effect, chronological order, etc)
- group supporting details to support the writer's purpose.
- introduce a topic or text clearly.
- state an opinion to be supported with evidence.
- write a thesis statement to focus the writing.
- logically order reasons that are supported by facts.
- support the opinion with facts and details from texts or other sources.
- use transitional words and phrases to connect opinions to reasons.

- group related information in paragraphs and sections.
- use text features such as headings, illustrations, and multimedia to support the information when appropriate.
- purposefully select information to develop the topic.
- select specific language and vocabulary to convey ideas and information.
- compose a story hook to engage the reader.
- establish a story's background or situation.
- introduce a narrator and/or characters.
- purposefully arrange events to make the story flow.
- use dialogue and description to develop experiences and events.
- show the responses of characters to situations, when appropriate.
- provide a conclusion that follows from the narrated experiences or events.
- practice revising and editing skills.
- change word choice and sentence structure in writing to strengthen the piece.
- use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing.
- recognize spelling, grammar, and punctuation errors.
- employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).
- use digital tools.
- use technology for producing and publishing writing, and collaborating with others.
- demonstrate proficiency in keyboarding skills.
- type at least one page in a single setting.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- research information from print and digital sources.
- integrate information from personal experience.
- take notes and organize their information into categories.
- list the sources used.
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.
- participate in a variety of rich, structured conversations.
- engage in conversations about grade-appropriate topics and texts.
- engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn-talking, linking ideas to the speaker's idea, sharing the floor, etc).

- identify the key points and supporting details of a text presented orally.
- restate the key information from a written text read aloud or information presented in multiple formats.

Language

Students will

- identify and define relative pronouns.
- use appropriate relative pronouns and relative adverbs when writing or speaking.
- identify the format for marking direct speech and quotations.
- apply the rules for marking direct speech and quotations when writing.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- decipher the meaning of words and phrases by using sentence context.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- use 4th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use knowledge of synonyms and antonyms to broaden vocabulary.
- identify similes and metaphors in text.
- explain the meaning of simple similes and metaphors.
- identify idioms, adages, and proverbs in text.
- explain the meaning of common idioms, adages, and proverbs.
- determine synonyms and antonyms of words to show meaning.

Learning Activities**Reading Literature/Informational Text**

- Cite relevant evidence from text
- Determine text structure
 - cause and effect
- Determine Point of View
- Define characteristics of Genre:
 - Fantasy
 - Realistic Fiction
 - Biography
 - Persuasive Article
- Determine key ideas and details
- Summarize text
- Ask and Answer Questions
- Make Predictions
- Interpret information presented visually
- Gather relevant information from digital sources
- Navigate Links
- Connect to the Essential Question-Close Reading Companion
 - Text to Music
 - Text to Fine Art
 - Text to Photography
 - Text to Poetry

Foundational Skills

- Phonics / Word Study - Students will use and identify:
 - Inflectional Endings
 - Vowel Team Syllables
 - r-Controlled Vowel Syllables
 - Diphthongs /oi/ and /ou/
 - Variant Vowel /o/
 - Frequently confused words
- Fluency
 - Phrasing
 - Rate
 - Expression
 - Accuracy

Writing

- Write to Sources
 - Draw evidence from literature and informational text
 - Write opinion text: strong paragraphs
 - Write narrative text: develop characters, develop plot, sensory language
 - Write informative text: figurative language
 - Conduct extended research
 - Select reliable sources
- Writing Process (Fictional Narrative or Poem)
 - Prewrite a Fictional Narrative
 - Draft and Revise a Fictional Narrative
 - Proofread/Edit and Publish a Fictional Narrative
 - Prewrite a Poem
 - Draft and Revise a Poem
 - Proofread/Edit and Publish a Poem
- Inquiry Space-Narrative Performance Task-Write About: Bullying
 - Research Plan
 - Evaluate Sources
 - Take Notes on Sources
 - Outline and Draft
 - Collaborative Conversation, Revise, Edit
 - Publish and Present

Speaking and Listening

- Introduce and discuss the Essential Question
- Generate words and phrases related to the Essential Questions using a Concept Web
- Engage in collaborative conversations about the weekly concept
- Paraphrase portions of print or digital text related to the weekly concept
- Present information on the weekly concept

Language

- Conventions
 - Identify pronouns and understand pronoun-antecedent agreement
 - Identify and use subject, object, and reflexive pronouns
 - Correctly use and spell frequently confused words (e.g., to, too, two; there, their)
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Use Latin roots as clues to the meaning of a word
 - Demonstrate understanding of idioms
 - Use context clues to understand the meaning of a word
 - Understand the difference between the connotation and denotation of a word

Assessments

- Quizzes
- Weekly Assessments
- Unit Assessments
- Oral Reading Fluency Assessments
- Running Records
- Observational Rubrics
- Writing Rubrics
- Project Rubrics

Time Frame

6 weeks

Topic

Unit 5 Big Idea: Figure it Out

Essential Questions

What helps you understand the world around you?

Week 1 Weekly Concept: Making it Happen

- In what ways do people show they care about each other?

Week 2 Weekly Concept: On the Move

- What are some reasons people moved west?

Week 3 Weekly Concept: Inventions

- How can inventions solve problems?

Week 4 Weekly Concept: Zoom In

- What can you discover when you look closely at something?

Week 5 Weekly Concept: Digging Up the Past

- How can learning understand the future?

Week 6 Review/Assess/Extend

- What helps you understand the world around you?

Enduring Understandings

- People show that they care about each other in different ways.
- Certain conditions prompted settlers to move to the American West and determined what they hoped to do once they got there.
- Inventors perform experiments, or tests, to create and improve inventions.
- Taking a closer look at things can help us to make new discoveries.
- We can study the past in order to learn how it has shaped the world we live in today.

Alignment to NJSLs

English Language Arts

Reading:

- RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- 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.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- 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.
- 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 *grade 4 topic or subject area*.
- 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.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- 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 year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

- W.4.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - B. Provide reasons that are supported by facts from texts and/or other sources.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
 - E. 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.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally
 - D. Provide a conclusion that follows from the narrated experiences or events.

- ❑ 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 - Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - ❑ A. Apply *grade 4 Reading standards* 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].”).
 - ❑ B. Apply *grade 4 Reading standards* 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:

- ❑ SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.
 - ❑ A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - ❑ B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - ❑ C. 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.
 - ❑ D. 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:

- ❑ L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - ❑ D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
 - ❑ G. Correctly use frequently confused words (e.g., *to, too, two; there, their*).
- ❑ L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - ❑ B. Use commas and quotation marks to mark direct speech and quotations from a text.
 - ❑ C. Use a comma before a coordinating conjunction in a compound sentence.
 - ❑ D. Spell grade-appropriate words correctly, consulting references as needed.
- ❑ 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.

- A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- L.4.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

Social Studies

- SOC.6.1.4.B.8 - Compare ways people choose to use and distribute natural resources.
- SOC.6.1.4.D.2 - Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

Science

- SCI.K-2-ETS1-1 - Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.
- SCI.4-PS3-2 - Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
- SCI.4-PS4-1 - Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.

Technology

- TECH.8.1.5.A.3 - Use a graphic organizer to organize information about problem or issue.
- TECH.8.1.5.C.CS1 - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media

21st Century Life and Career Skills

- CRP.K-12.CRP4.1 - Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Key Concepts and Skills**Reading Literature Text/Informational Text**

Students will

- read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.

- refer to the text when drawing conclusions as well as when answering directly stated questions.
- identify the key details of a text that support the main idea.
- analyze the actions and thoughts of characters and speakers in texts, looking for patterns.
- determine the theme or main idea of the text.
- summarize the key points of the text.
- explain how the author supports main ideas in informational text with key details.
- determine the meaning of words and phrases in a text.
- identify words that allude to mythological characters (ie: Herculean).
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).
- identify metaphors and similes.
- read text closely, looking for key details regarding character, setting, or plot.
- analyze story elements for literal and inferential meaning.
- refer to the text to describe various story elements.
- identify similarities and differences in themes, topics, and patterns of events.
- analyze how the theme is presented in the text.
- analyze the influence of culture on similar themes.
- read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.
- read text closely to identify key details.
- explain how or why historical events, scientific ideas or “how to” procedures happened.
- use the text to support their answers.
- analyze information presented in various formats to identify the key details.
- understand what is heard, viewed, or presented through various media formats to help make meaning of the text.
- explain how the information presented in various formats aids to the overall meaning.
- read two texts closely on the same subject to identify key details.
- synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc).

Reading Foundational Skills

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- read grade-level poetry and prose aloud accurately.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Writing

Students will

- distinguish fact from opinions.
- organize text by using a specific organizational structure (i.e.: cause/effect, chronological order, etc)
- group supporting details to support the writer’s purpose.
- introduce a topic or text clearly.
- state an opinion to be supported with evidence.
- write a thesis statement to focus the writing.
- logically order reasons that are supported by facts.
- support the opinion with facts and details from texts or other sources.
- group related information in paragraphs and sections.

- use text features such as headings, illustrations, and multimedia to support the information when appropriate.
- use transitional words and phrases.
- provide a conclusion related to the information or explanation.
- compose a story hook to engage the reader.
- establish a story's background or situation.
- introduce a narrator and/or characters.
- purposefully arrange events to make the story flow.
- provide a conclusion that follows from the narrated experiences or events.
- practice revising and editing skills.
- change word choice and sentence structure in writing to strengthen the piece.
- use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing.
- recognize spelling, grammar, and punctuation errors.
- employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).
- use digital tools.
- use technology for producing and publishing writing, and collaborating with others.
- demonstrate proficiency in keyboarding skills.
- type at least one page in a single setting.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- research information from print and digital sources.
- integrate information from personal experience.
- take notes and organize their information into categories.
- list the sources used.
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.
- participate in a variety of rich, structured conversations.
- engage in conversations about grade-appropriate topics and texts.
- engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn-talking, linking ideas to the speaker's idea, sharing the floor, etc).
- speak for a variety of purposes.
- distinguish between formal and informal discourse.
- adapt speech to a variety of contexts and tasks.
- identify the key points and supporting details of a text presented orally.

- restate the key information from a written text read aloud or information presented in multiple formats.
- report on a topic or text, telling a story, or recounting an event in an organized, logical manner.
- present information orally and in coherent, spoken sentences.
- use an appropriate pace when presenting.
- present and logically support personal opinions.
- integrate audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes.

Language

Students will

- identify adjectives in sentences to determine their purpose.
- place adjectives in conventional order when writing or speaking.
- identify coordinating conjunctions in sentences.
- use a comma before a coordinating conjunction in a compound sentence.
- identify the format for marking direct speech and quotations.
- apply the rules for marking direct speech and quotations when writing.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- decipher the meaning of words and phrases by using sentence context.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- use 4th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use knowledge of synonyms and antonyms to broaden vocabulary.
- identify similes and metaphors in text.
- explain the meaning of simple similes and metaphors.
- identify idioms, adages, and proverbs in text.
- explain the meaning of common idioms, adages, and proverbs.
- determine synonyms and antonyms of words to show meaning.
- identify words that are frequently confused when reading.
- use frequently confused words correctly in writing.

Learning Activities

Reading Literature/Informational Text

- Cite relevant evidence from text
- Determine text structure
 - problem and solution
 - sequence
- Determine character, setting, plot: problem and solution
- Define characteristics of Genre:
 - Realistic Fiction
 - Tall Tale
 - Biography
 - Expository Text

- Informational Article
- Visualize
- Summarize text
- Interpret information presented visually
- Gather relevant information from digital sources
- Navigate Links
- Connect to the Essential Question-Close Reading Companion
 - Text to Poetry
 - Text to Fine Art
 - Text to Music
 - Text to Photography

Foundational Skills

- Phonics / Word Study - Students will use and identify:
 - Open and Closed syllables
 - Latin Prefixes and Suffixes
 - Irregular Plurals
 - Vowel Teams
 - Greek and Latin Roots
 - Frequently misspelled words
 - r-Controlled Vowel Syllables
 - Consonant + /e Syllables
- Fluency - Read orally with
 - Prosody
 - Intonation
 - Phrasing
 - Rate
 - Expression
 - Accuracy

Writing

- Write to Sources
 - Draw evidence from literature and informational text
 - Write opinion text-formal voice
 - Write narrative text-strong openings, vary sentence types,
 - Write informative text-transitions, strong conclusions
 - Conduct research
 - Select reliable sources
- Writing Process (Expository Letter or Research Report)
 - Prewrite an Expository Letter
 - Draft and Revise an Expository Letter
 - Proofread/Edit and Publish an Expository Letter
 - Prewrite a Research Report
 - Draft and Revise a Research Report
 - Proofread/Edit and Publish a Research Report
- Research and Inquiry Projects
 - Research an Aid Organization
 - Map the Oregon Trail
 - Research an Inventor
 - Research The Hubble Space Telescope
 - Research the Job of an Archaeologist

Speaking and Listening

- Introduce and discuss the Essential Question
- Generate words and phrases related to the Essential Questions using a Concept Web
- Engage in collaborative conversations about the weekly concept

- Paraphrase portions of print or digital text related to the weekly concept
- Present information on the weekly concept

Language

- Conventions
 - Order adjectives within sentences according to conventional patterns.
 - Use articles and demonstrative adjectives correctly.
 - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - Use adjectives with more and most to compare
 - Use comparative adjectives correctly
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Demonstrate understanding of similes and metaphors
 - Demonstrate understanding of homographs
 - Demonstrate understanding of antonyms
 - Use Greek roots as clues to the meaning of a word
 - Demonstrate understanding of proverbs and adages

Assessments

- Quizzes
- Weekly Assessments
- Unit Assessments
- Oral Reading Fluency Assessments
- Running Records
- Observational Rubrics
- Writing Rubrics
- Project Rubrics

Time Frame	6 weeks
Topic	
Unit 6 Big Idea: Past, Present, and Future	
Essential Questions	
How can you build on what came before?	
Week 1 Weekly Concept: Old and New	
<ul style="list-style-type: none"> ● How do traditions connect people? 	
Week 2 Weekly Concept: Notes from the Past	
<ul style="list-style-type: none"> ● Why is it important to keep a record of the past? 	
Week 3 Weekly Concept: Resources	
<ul style="list-style-type: none"> ● How have our energy resources changed over the years? 	
Week 4 Weekly Concept: Money Matters	
<ul style="list-style-type: none"> ● What has been the role of money over time? 	
Week 5 Weekly Concept: Finding My Place	
<ul style="list-style-type: none"> ● What shapes a person's identity? 	
Week 6 Review/Assess/Extend	

- How can you build on what came before?

Enduring Understandings

- The past influences the future.
- A tradition is something that a group of people passes from one generation to the next to keep its culture alive.
- We can learn about the way people lived long ago by looking at records of the past.
- People consume energy and they create it.
- Some energy sources are renewable and some are non-renewable.
- Over time the role of money and the way people use it has changed.
- Individuality is a quality that makes someone different from others. It is part of a person's identity.

Alignment to NJSLs

English Language Arts

Reading:

- RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- 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.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- 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.
- 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.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- 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 year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
 - B. Provide reasons that are supported by facts from texts and/or other sources.
 - C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - D. Provide a conclusion related to the opinion presented.
- W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - C. Use a variety of transitional words and phrases to manage the sequence of events.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- 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. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - A. Apply *grade 4 Reading standards* 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].").
 - B. Apply *grade 4 Reading standards* 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:

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. 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.
 - D. 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.

Language:

- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
 - E. Form and use prepositional phrases.
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use correct capitalization.
 - B. Use commas and quotation marks to mark direct speech and quotations from a text.
 - C. Use a comma before a coordinating conjunction in a compound sentence.
 - D. 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.
 - A. Choose words and phrases to convey ideas precisely.
- 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.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
- L.4.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

Social Studies

- SOC.6.1.4.C.6 - Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- SOC.6.1.4.C.4 - Describe how supply and demand influence price and output of products.
- SOC.6.1.4.A.15 - Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Science

- SCI.4-PS3-2 - Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

Technology

- TECH.8.1.5.A.3 - Use a graphic organizer to organize information about problem or issue.
- TECH.8.1.5.C.CS1 - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media

21st Century Life and Career Skills

- PFL.9.1.4.C.3 - Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.
- PFL.9.1.4.B.5 - Identify ways to earn and save.
- CRP.K-12.CRP5.1 - Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people,

organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

Key Concepts and Skills

Reading Literature Text/Informational Text

Students will

- read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- refer to the text when drawing conclusions as well as when answering directly stated questions.
- identify the key details of a text that support the main idea.
- analyze the actions and thoughts of characters and speakers in texts, looking for patterns.
- determine the theme or main idea of the text.
- summarize the key points of the text.
- explain how the author supports main ideas in informational text with key details.
- determine the meaning of words and phrases in a text.
- identify words that allude to mythological characters (ie: Herculean).
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).
- identify metaphors and similes.
- read text closely, looking for key details regarding character, setting, or plot.
- analyze story elements for literal and inferential meaning.
- refer to the text to describe various story elements.
- explain the differences between poems, drama, and prose.
- explain how structural elements are used to create an oral or written response to a text.
- identify similarities and differences in themes, topics, and patterns of events.
- analyze how the theme is presented in the text.
- analyze the influence of culture on similar themes.
- read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.
- read text closely to identify key details.
- explain how or why historical events, scientific ideas or “how to” procedures happened.
- use the text to support their answers.
- analyze information presented in various formats to identify the key details.
- understand what is heard, viewed, or presented through various media formats to help make meaning of the text.
- explain how the information presented in various formats aids to the overall meaning.
- read two texts closely on the same subject to identify key details.
- synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Reading Foundational Skills

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.

- read grade-level poetry and prose aloud accurately.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Writing

Students will

- distinguish fact from opinions.
- organize text by using a specific organizational structure (i.e.: cause/effect, chronological order, etc)
- group supporting details to support the writer's purpose.
- introduce a topic or text clearly.
- state an opinion to be supported with evidence.
- write a thesis statement to focus the writing.
- logically order reasons that are supported by facts.
- support the opinion with facts and details from texts or other sources.
- use transitional words and phrases to connect opinions to reasons.
- write a conclusion related to the opinion presented.
- select specific language and vocabulary to convey ideas and information.
- use a variety of transitional words and phrases to manage the sequence of events.
- use concrete words and phrases to relay story details.
- use sensory details to convey experiences and events precisely.
- provide a conclusion that follows from the narrated experiences or events.
- use digital tools.
- use technology for producing and publishing writing, and collaborating with others.
- demonstrate proficiency in keyboarding skills.
- type at least one page in a single setting.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- research information from print and digital sources.
- integrate information from personal experience.
- take notes and organize their information into categories.
- list the sources used.
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.
- participate in a variety of rich, structured conversations.
- engage in conversations about grade-appropriate topics and texts.
- engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn-talking,

linking ideas to the speaker's idea, sharing the floor, etc).

- identify the key points and supporting details of a text presented orally.
- restate the key information from a written text read aloud or information presented in multiple formats.
- report on a topic or text, telling a story, or recounting an event in an organized, logical manner.
- present information orally and in coherent, spoken sentences.
- use an appropriate pace when presenting.
- present and logically support personal opinions.
- integrate audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes.

Language

Students will

- identify and define relative pronouns.
- use appropriate relative pronouns and relative adverbs when writing or speaking.
- recognize the purpose and function of prepositional phrases.
- identify prepositions and prepositional phrases when reading.
- use prepositional phrases in writing.
- identify rules for capitalization.
- identify coordinating conjunctions in sentences.
- use a comma before a coordinating conjunction in a compound sentence.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- decipher the meaning of words and phrases by using sentence context.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- select the most precise word to convey ideas.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- use 4th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use knowledge of synonyms and antonyms to broaden vocabulary.
- identify similes and metaphors in text.
- explain the meaning of simple similes and metaphors.
- identify idioms, adages, and proverbs in text.
- explain the meaning of common idioms, adages, and proverbs.

Learning Activities

Reading Literature/Informational Text

- Define characteristics of Genre:
 - Historical Fiction
 - Narrative Nonfiction
 - Expository Text
 - Free Verse Poetry
- Cite relevant evidence from text
- Determine theme
- Reread
- Determine main idea and key details
- Ask and Answer Questions

- Interpret information presented visually
- Gather relevant information from digital sources
- Navigate Links
- Connect to the Essential Question-Close Reading Companion
 - Text to Photography
 - Text to Fine Art
 - Text to Poetry

Foundational Skills

- Phonics / Word Study
Students will use and identify:
 - Number Prefixes
 - Homophones
 - Latin Suffixes
 - Words from Mythology
 - Prefixes and Suffixes
 - Words from Around the World
- Fluency - Read orally with
 - Prosody
 - Intonation
 - Phrasing
 - Rate
 - Expression
 - Accuracy

Writing

- Write to Sources
 - Draw evidence from literature and informational text
 - Write opinion text-transition words
 - Write narrative text-strong words, sequence
 - Write informative text-content words, supporting details
 - Conduct research
 - Select reliable sources
- Writing Process (Book Review or Opinion Essay)
 - Prewrite a Book Review
 - Draft and Revise a Book Review
 - Proofread/Edit and Publish a Book Review
 - Prewrite an Opinion Essay
 - Draft and Revise an Opinion Essay
 - Proofread/Edit and Publish an Opinion Essay
- Research and Inquiry Projects
 - Research a Traditional Festival
 - Make a Fictional Journal Entry
 - Research Energy Sources
 - Research World Currencies
 - Conduct Peer Reviews

Speaking and Listening

- Introduce and discuss the Essential Question
- Generate words and phrases related to the Essential Questions using a Concept Web
- Engage in collaborative conversations about the weekly concept
- Paraphrase portions of print or digital text related to the weekly concept
- Present information on the weekly concept

Language

- Conventions
 - Identify adverbs
 - Identify and use adverbs that compare correctly

- Identify and use negatives correctly
- Form and use prepositional phrases
- Combine sentences with prepositional phrases
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Demonstrate understanding on connotation and denotation
 - Use Latin and Greek prefixes as clues to the meaning of a word
 - Demonstrate understanding of similes and metaphors
 - Demonstrate understanding of homophones

Assessments

- Quizzes
- Weekly Assessments
- Unit Assessments
- Oral Reading Fluency Assessments
- Running Records
- Observational Rubrics
- Writing Rubrics
- Project Rubrics