

Bloomingtondale School District

Bloomingtondale, NJ



**ELA
Grade 4**

Adopted: September

2017

Revised August 2018

Grade 4 English Language Arts Curriculum is aligned to the Grade 4 NJSL-ELA and Anchor Standards for College and Career Readiness.

**English
Language Arts
Department**

Philosophy

Teaching is an art. The artist inspires young minds to enjoy exciting literature and to be expressive and articulate through pen and speech. English Language Arts Education is an integrative, interactive ways of communicating that develops through reading, writing, speaking, listening, and viewing.

English Language Arts is an interdependent processes that inform and enrich each other, more often than not merging in an integrated act of learning and knowing. Learners achieve language arts literacy not by adding skills one-by-one to their repertoire, but rather by using and exploring language in its many dimensions. If students learn to read, write, speak, listen, and view critically, strategically, and creatively, and if they learn to use these arts individually and with others, they will have the literacy skills they need to discover personal and shared meaning throughout their lives.

Goals

To become productive members of society, students will need to develop social and self-awareness and the ability to communicate effectively through all components of language arts. The goals of the English Language Arts Curriculum are for students to become lifelong readers, acquire knowledge, express themselves creatively, and develop skills in critical thinking and 21st Century Career and Life Skills.

Our students will read, write, speak, listen, and view for various purposes from a variety of materials. Students will use non-textual visual information as well as technology to acquire and share information. Students will develop self-management skills that will enable them to use these abilities throughout their daily lives. In order to accomplish these goals, the language arts classroom should be purposeful, stimulating to the senses, and engaging for all types of learners. It should include varied activities, materials, and technology for visual, auditory, and kinesthetic learners. Classroom organization should provide opportunities for individual work as well as partner and group collaboration. The classroom environment should be responsive to students' personal and academic goals.

Holocaust Education

The Bloomingdale Public School District addresses the act regarding genocide education in the public

schools, supplementing chapter 35 of Title 18A of the New Jersey Statutes. This is accomplished through the resources provided by the New Jersey Commission on Holocaust Education, Character Education Curriculum, AntiBullying Programs, Health and Physical Education Curriculum, School Guidance programs, English Language Arts, Social Studies Curriculum, as well as through the daily modeling and discussion of good character, ethics, and moral behavior.


2a. Every Board of Education shall include instruction of all elementary and secondary school pupils on the Holocaust and genocides in an appropriate place in the curriculum.





2b. The instruction shall enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and, to understand that issues of moral dilemma and conscience have a profound impact on life. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Resources are provided to all educators through open source resources, purchased programs and materials, assemblies for students, and professional development for educators.

The New Jersey Commission on Holocaust Education, to promote Holocaust education in the State of New Jersey, can be accessed through the following links:

<http://www.state.nj.us/education/holocaust/>

- K-4 Curriculum Guide:
 -  [Caring Makes a Difference](#)

- 5-8 Curriculum Guide:
 -  [To Honor All Children, part one](#) (1.81 MB, PDF)
 -  [To Honor All Children, part two](#) (5.82 MB, PDF)
 -  [To Honor All Children, part three](#) (2.34 MB, PDF)
 -  [To Honor All Children, part four](#) (6.15 MB, PDF)

MATERIALS FOR INSTRUCTION:

- I. Leveled readers
- II. Reading Street Program-2013
- III. Newspapers/magazines
- IV. Media center/classroom libraries/public library
- V. Novels

- VI. Reader's Notebooks
- VII. Writer's Notebooks
- VIII. Smartboard
- IX. Authentic literature

METHODS OF EVALUATION:

- I. Attitude
- II. Effort
- III. Participation in class work
 - A. Class discussion (including turn and talk)
 - B. Work (group, partner, and individual)
 - C. Reports
 - D. Writing samples
 - E. Journals/portfolios
 - F. Centers
 - G. Peer sharing
- IV. Homework
- V. Test and quizzes
 - A. Unit tests
 - B. Teacher prepared tests
 - C. Supplementary materials
 - D. Standardized and/or norm referenced tests
- VI. On-going informal assessment
 - A. Independent writing
 - B. Reader's and Writer's Notebooks
 - C. Anecdotal records
 - D. Running Records
 - E. Guided Reading
 - F. Student/teacher conferences

Grade 4 Instructional Units
Unit Literature Study
Pacing: 2-3 weeks in addition to starting Unit 1
Interdisciplinary Connections: Science, Visual and Performing Arts, Social Studies
Supplemental Texts and Resources (teacher discretion)
Teacher's Choice:
<ul style="list-style-type: none"> • <i>The 100 Dresses</i>
Writing Unit

Transfer Goals

On Themes: Choices –

- Students will understand how to make good decisions.
- Students will understand the relationship between decisions and consequences.
- Students will understand how a person's decisions and actions change his/her life.
- Students will understand how decisions and actions of characters reveal their personalities.
- Students will understand how our personal experiences shape our view of others.
- Students will understand how decisions, actions, and consequences vary depending on the different perspectives of the people involved.

Determination –

- Students will understand the different types of conflict we face in pursuit of our goals.
- Students will understand how characters in the novel demonstrated outstanding determination in the face of great obstacles.
- Students will understand the personal qualities that aid characters in their determination.
- Students will understand what motivates people to be so persistent in achieving their goals.

Perspectives –

- Students will understand how our personal experiences shape our view of others.
- Students will understand why it is important to understand the perspectives of others.
- Students will understand how an individual's point of view affects the way they deal with conflict.
- Students will understand how decisions, actions, and consequences vary depending on the different perspectives of the people involved.

Essential Questions

On Themes:

Choices -

- How do we make good decisions?
- What is the relationship between decisions and consequences?
- How can a person's decisions and actions change his/her life?
- How do the decisions and actions of characters reveal their personalities (identities)?
- How do decisions, actions, and consequences vary depending on the different perspectives of the people involved?

Determination –

- What types of conflict do we face in pursuit of our goals?
- Who in the past has demonstrated outstanding determination in the face of great obstacles?
- What personal qualities have aided them in their determination?
- What motivates people to be so persistent in achieving their goals?

- What problem-solving strategies can individuals use to manage conflict and change?
- Perspectives–**
- How do our personal experiences shape our view of others?
 - Why is it important to understand the perspectives of others?
 - How does an individual’s point of view affect the way they deal with conflict?
 - How do decisions, actions, and consequences vary depending on the different perspectives of the people involved?

Enduring Understandings

On Themes:

- **Choices** - People are faced with decisions every day, some more important than others. When an individual is faced with choices, he/she must evaluate which choices will bring desired, or at least positive, outcomes. People often forget that they can exert control over situations through the decisions they make; however, they must be willing to accept the consequences of those decisions.
- **Determination** - Success is most often achieved by those individuals who demonstrate the greatest drive and commitment to attaining their goals. Determination is defined through perseverance, persistence, and courage in the face of those obstacles which stand between an individual and their dreams.
- **Perspectives** - Misunderstandings arise when individuals are unable to view a situation from another person’s point of view. We need to be aware of differing opinions and points of view. Acknowledging that people can have different points of view in the same situation is the first step to reaching compromise. Compromise allows good decisions to be formulated through a synthesis of divergent ideas.

Formative Assessment Tasks

Role Plays Teacher Observation Student Journals Group Work Projects Discussion Question and Answer

Assessment Transfer Tasks

Theme-based Party

- See page 41-42 of document below
- Or, choose another performance task that is listed in the “How to Teach a Novel” Guide: [4th Grade Transfer Tasks\Novel Unit Transfer Tasks\How to Teach a Novel 45 pp.pdf](#)

Transfer Task Exemplar: [4th Grade Transfer Tasks\Novel Unit Transfer Task - Theme-Based Party.docx](#)

ELA NJ Student Learning Standards

RL.4.1	RI.4.1	RF.4.3	W.4.1	SL.4.1	L.4.1
RL.4.2	RI.4.2	RF.4.4	W.4.2	SL.4.2	L.4.2
RL.4.3	RI.4.3		W.4.4	SL.4.3	L.4.3
RL.4.4	RI.4.4		W.4.5	SL.4.6	L.4.4
RL.4.5			W.4.9		L.4.5
RL.4.7			W.4.10		L.4.6
RL.4.9					
RL.4.10					

Career Readiness Practices

CRP1.
CRP2.
CRP4.
CRP11.
CRP12.

Technology

8.1.5.A.1
8.1.5.A.2

21st Century Life and Career Skills

9.1.4.A.1
9.1.4.A.2
9.1.4.A.3
9.1.4.B.1
9.1.4.B.2
9.1.4.B.3
9.1.4.B.5

9.1.4.D.1

9.1.4.F.2

9.1.4.G.1

9.2.4.A.1

9.2.4.A.2

9.2.4.A.3

9.2.4.A.4

Unit 1

- Turning Points

Pacing: 4-6 Weeks

Interdisciplinary Connections: Science, Visual and Performing Arts, Social Studies

Supplemental Texts and Resources (teacher discretion)

Anchor Texts Available from RS 2013

- *The 100 Dresses*

Writing Unit

- Realistic Fiction

Transfer Goals

- Students will understand that diversity: 1) means variety, 2) means different people uniting, 3) can teach us new things.
- Students will understand that opportunities: 1) can make life better, 2) can give people hope, 3) are wanted by many, 4) increase with education and experience.
- Students will understand that by exploring new places, we can: 1) discover different cultures, 2) explore magnificent landmarks or landscapes, 3) learn interesting things about people and places.
- Students will understand that in the Southwest: 1) there are deserts and plains, 2) there are plants that need little water, 3) there are ranches, 4) ranchers raise cattle and horses.
- Students will understand that the West has: 1) volcanoes, 2) earthquakes, 3) unique plant life, 4) unique animals.

Essential Question

- “What can we discover from new places and people?”

Enduring Understandings

- Students will be able to demonstrate through discussion and activities that common experiences can help bring diverse people, from different cultures together.
- Students will be able to demonstrate through discussion and activities that new places and people can broaden our understanding of the world beyond one’s personal experiences.
- Students will be able to demonstrate through discussion and activities that when you have something in common with someone, it helps you to understand and know him or her better.
- Students will be able to demonstrate through discussion and activities that when one makes a deal they must keep their end of the bargain.
- Students will be able to demonstrate through discussion and activities that the world (and specifically the US) is filled with countless wonders that are just waiting to be discovered.

Formative Assessment Tasks

Role Plays Teacher Observation Student Journals Group Work Projects Discussion Question and Answer

Assessment Transfer Tasks

- Students will be able to identify the traits of a folktale.
- Students will: plan, write, revise, and edit the final draft of a folk tale utilizing narrative strategies such as dialogues, descriptions, characters, plot, setting, and closure.

Transfer Task Exemplar: [4th Grade Transfer Tasks\Unit 1 Transfer Task - Narrative.docx](#)

ELA NJ Student Learning Standards

RL.4.1	RI.4.1	RF.4.3	W.4.2	SL.4.1	L.4.1
RL.4.2	RI.4.2	RF.4.4	W.4.4	SL.4.2	L.4.2
RL.4.3	RI.4.3		W.4.7	SL.4.4	L.4.3
RL.4.4 RL 4.10	RI.4.4 RI.4.10		W.4.9 W.4.10	SL.4.6	L.4.4 L.4.5

Career Readiness Practices

CRP1.
CRP2.

CRP4. CRP11.
CRP12.

Technology

8.1.5.A.1
8.1.5.A.2

21st Century Life and Career Skills

9.1.4.A.1
9.1.4.A.2
9.1.4.A.3
9.1.4.B.1
9.1.4.B.2
9.1.4.B.3
9.1.4.B.5
9.1.4.D.1
9.1.4.F.2
9.2.4.A.1
9.2.4.A.2
9.2.4.A.3
9.2.4.A.4

Unit 2

Teamwork

Pacing: 3-6 weeks

Interdisciplinary Connections: Science, Visual and Performing Arts, Social Studies

Supplemental Texts and Resources (teacher discretion)

Anchor Texts Available from RS 2013

- *Wonder*

Writing Unit

Personal Narrative

Transfer Goals

- Students will understand that people can develop new understandings about: 1) each other, 2) challenges that others face,
- 3) how actions can inspire others.
- Students will understand that working together: 1) helps people achieve goals, 2) requires cooperation, 3) requires sharing responsibility, 4) takes effort.
 - Students will understand that teams: 1) set different goals, 2) use practice, strategy, and teamwork, 3) try to reach goals,
- 4) face obstacles.
- Students will understand that animal helpers: 1) help people, 2) may have several jobs, 3) need certain qualities.
 - Students will understand that the US Government: 1) has a capital in Washington, D.C., 2) makes passes and enforces laws, 3) is led by the US President.

Essential Question

- "What is the value of teamwork?"

Enduring Understandings

- Students will be able to demonstrate through discussion and activities that we should not judge others by their appearance.
- Students will be able to demonstrate through discussion and activities that sometimes a job is too big to do alone, and people must work together to accomplish it. Working together, people can achieve a goal.
- Students will be able to demonstrate through discussion and activities that historical events can be interpreted differently, depending upon available information and points of view. Teamwork can help us reconcile different opinions.
- Students will understand through discussion and activities that animals can be smart, courageous, and helpful.
- Students will understand through discussion and activities although the characteristics of each U.S. president are unique, their goal has been the same: to do their best to lead the country and uphold the Constitution.

Formative Assessment Tasks

Role Plays Teacher Observation Student Journals Group Work Projects Discussion Question and Answer

Assessment Transfer Tasks

- Students will utilize three primary sources and answer research questions about those three sources.
- Students will: plan, write, revise, and edit the final draft of an informative article being sure to have a main idea, clearly organize the article, and support the main idea with details from the sources using their own words.

Transfer Task Exemplar: [4th Grade Transfer Tasks\Unit 2 Transfer Task - Informational Text.docx](#)

ELA NJ Student Learning Standards

RL.4.1	RI.4.1	RF.4.3	W.4.1	SL.4.1	L.4.1
RL.4.2	RI.4.2	RF.4.4	W.4.2	SL.4.2	L.4.2
RL.4.3	RI.4.3		W.4.4		L.4.3
RL.4.4	RI.4.4		W.4.7		L.4.4
RL.4.5			W.4.8		L.4.5
RL.4.6			W.4.9		
RL			W.4.10		

Career Readiness Practices

CRP1.
CRP2.
CRP4.
CRP11.
CRP12.

Technology

8.1.5.A.1
8.1.5.A.2

21st Century Life and Career Skills

9.1.4.A.1
9.1.4.A.2
9.1.4.A.3
9.1.4.B.1
9.1.4.B.2
9.1.4.B.3
9.1.4.B.5
9.1.4.D.1
9.1.4.F.2
9.2.4.A.1
9.2.4.A.2
9.2.4.A.3
9.2.4.A.4

Patterns in Nature

Pacing: 3-6

Interdisciplinary Connections: Science, Visual and Performing Arts, Social Studies

Supplemental Texts and Resources (teacher discretion)

Anchor Texts Available from RS 2013

- *Harvest Moon*
- *Owl Moon*

Writing Unit

- Compare-and-Contrast Essay/Research Based Bee Essay

Transfer Goals

- Students will understand patterns in nature, including: 1) changing seasons: winter, spring, summer, autumn 2) movements of planets, 3) equinoxes and patterns of stars in the night sky.
- Students will understand that animal migration: 1) is affected by patterns in nature, 2) is done by many animals, 3) is an act of survival, 4) takes place on land, in air, and in water.
- Students will understand that day and night: 1) are necessary for survival, 2) affect animals and humans.
- Students will understand that storms: 1) affect people, animals, and other things, 2) have different qualities, 3) require preparation and safety.
- Students will understand that changes in nature: 1) include changes in water, weather, land, and seasons, 2) have natural causes, 3) are caused by people, 4) help shape the Earth's geography.

Essential Question

- “What are some patterns in nature?”

Enduring Understandings

- Students will be able to demonstrate through discussion and activities the value of looking for patterns in nature.
- Students will be able to demonstrate through discussion and activities that a love for and understanding of the natural world can lead to fulfilling choices in life. Interactions between wild animals and people are rare and wonderful.
- Students will be able to demonstrate through discussion and activities how an unexplainable phenomenon in nature—night—was brought to earth from the sea. The creation of night created a balance in nature between night and day.
- Students will understand through discussion and activities that nature is powerful and unpredictable. Storm chasing is a dangerous and exciting adventure that requires careful planning.
- Students will understand through discussion and activities that tall tales feature memorable characters with exaggerated characteristics, and humorously explain the existence of natural phenomena.

Formative Assessment Tasks

Role Plays Teacher Observation Student Journals Group Work Projects Discussion Question and Answer

Assessment Transfer Tasks

- In a writing process task, students will study a compare-and-contrast essay and use this genre to write a response to the prompt. In a compare-and-contrast essay, a writer examines the similarities and differences between two things
- Students will: prewrite, draft, revise, edit, and publish the final draft of a compare-and-contrast informative essay being sure to:
 - Compares and contrasts two things by telling how they are alike and different
 - Uses transitions and details to show likenesses and differences
 - States a clear central idea in a topic sentence
 - Includes supporting sentences with simple facts, details, or explanations
 - Follow an appropriately organized structure

Transfer Task Exemplar: [4th Grade Transfer Tasks\Unit 3 Transfer Task - Compare-and-Contrast Essay Assignment.pdf](#)

ELA NJ Student Learning Standards

RL.4.1	RI.4.1	RF.4.3	W.4.1	SL.4.1	L.4.1
RL.4.2	RI.4.2	RF.4.4	W.4.2	SL.4.2	L.4.2
RL.4.3	RI.4.3		W.4.3	SL.4.3	L.4.3
RL.4.4	RI.4.4		W.4.4	SL.4.4	L.4.4
RL.4.5			W.4.7		L.4.5
RL.4.6			W.4.8		
RL.4.7			W.4.9		
RL.4.10			W.4.10		

Career Readiness Practices

CRP1. CRP2.
CRP4.
CRP11.
CRP12.

Technology

8.1.5.A.1
8.1.5.A.2

21st Century Life and Career Skills

9.1.4.A.1
9.1.4.A.2
9.1.4.A.3
9.1.4.B.1
9.1.4.B.2
9.1.4.B.3
9.1.4.B.5
9.1.4.D.1
9.1.4.F.2
9.1.4.G.1
9.2.4.A.1
9.2.4.A.2
9.2.4.A.3
9.2.4.A.4

Unit 4

Puzzles and Mysteries

Pacing: 3-6 weeks

Interdisciplinary Connections: Science, Visual and Performing Arts, Social Studies

Supplemental Texts and Resources (teacher discretion)**Anchor Texts Available from RS 2013**

- *The Case of the Gasping Garbage*
- *Encantado: Pink Dolphin of the Amazon*
- *Navajo Code Talkers*
- *Seeker of Knowledge*
- *Encyclopedia Brown*

Writing Unit

- Problem-Solution Story/Research based Bee Essay - Continued

Transfer Goals

- Students will understand that what you think you see: 1) could be an optical illusion that is deceiving your mind, 2) could be an illusion that is altering your perception, 3) is not always the truth as it initially appears.
- Students will understand that animals: 1) have amazing abilities, 2) adapt to their environments, 3) interact with people.
- Students will understand that secret codes: 1) have existed since ancient times, 2) need to be complicated, 3) can be pictures, objects, letters, or words, 4) need precise messages
- Students will understand that people communicate: 1) to exchange knowledge and ideas, 2) with scholars, scientists, and inventors, 3) with gestures and symbols
- Students will understand that cases are: 1) settled in court, 2) settled using logic, 3) formally investigated, 4) proven by evidence

Essential Question

- **“Is there an explanation for everything?”**

Enduring Understandings

- Students will be able to demonstrate through discussion and activities that sometimes you can't always believe what you think you see.
- Students will be able to demonstrate through discussion and activities Pink River dolphins are called encantado, or “enchanted,” because their habits and lives remain a mystery to us.
- Students will be able to demonstrate through discussion and activities that people's native languages can be very valuable as a resource.
- Students will understand through discussion and activities that Jean-Francois Champollion's life demonstrates that both knowledge and perseverance are necessary to achieve a lifelong dream. His extraordinary dedication led to his realization of the meaning of Egyptian hieroglyphics.
- Students will understand through discussion and activities that focusing on key important details and using logic can solve a mystery or crime.

Formative Assessment Tasks

Role Plays Teacher Observation Student Journals Group Work Projects Discussion Question and Answer

Assessment Transfer Tasks

- In a writing process task, students will:
 - 1) Create a “conflict map”
 - 2) Create a “story map”
 - 3) Learn about conflict in literature
 - 4) Write a “branching story”
 - 5) Using picture books, learn about plot development and conflict resolution

Transfer Task Exemplar: [4th Grade Transfer Tasks\Unit 4 Transfer Task - Problem-Solution Story.docx](#)

ELA NJ Student Learning Standards

RL.4.1 RL.4	RI.4.4	W.4.1 W.4.2	RF	SL.4.1 SL.4.2	L.4.1 L.4.2
RL.4.3 RL.4.4 RL.4.5 RL.4.7 RL.4.9 RL.4.10		W.4.4 W.4.5 W.4.9 W.4.10		SL.4.3 SL.4.6	L.4.3 L.4.4 L.4.5 L.4.6

Career Readiness Practices

CRP1. CRP2.
CRP4.
CRP11.
CRP12.

Technology

8.1.5.A.1
8.1.5.A.2

21st Century Life and Career Skills

9.1.4.A.1
9.1.4.A.2
9.1.4.A.3
9.1.4.B.1
9.1.4.B.2
9.1.4.B.3
9.1.4.B.5
9.1.4.D.1
9.1.4.F.2
9.1.4.G.1
9.2.4.A.1
9.2.4.A.2
9.2.4.A.3
9.2.4.A.4

Unit 5

Adventures by Land, Air, and Water

Pacing: 3-6 weeks

Interdisciplinary Connections: Science, Visual and Performing Arts, Social Studies

Supplemental Texts and Resources (teacher discretion)

Anchor Texts Available from RS 2013

- *Smokejumpers*
- *Lost City*
- *Cliff Hanger*
- *Antarctic Journal*
- *Moonwalk*

Writing Unit

- Persuasive / Opinion Writing

Transfer Goals

- Students will understand that in different kinds of emergencies: 1) first aid can help, 2) a fire escape can help, 3) a generator or Pulaski can help.
- Students will understand that people from ancient civilizations: 1) built buildings and farmed, 2) built with stones and adobe, 3) used simple farming tools.
- Students will understand that heroes are: 1) rescuers, helpers, protectors, 2) parents, kids, firefighters, teachers, 3) generous, brave, and good.
- Students will understand that adapting to harsh climates requires: 1) overcoming obstacles, 2) durable clothes and other supplies, 3) preparation confidence and the will to succeed
- Students will understand that on the moon, there is: 1) no atmosphere; low gravity, 2) a dusty, cratered surface, 3) no wind

Essential Question

- “What makes an adventure?”

Enduring Understandings

- Students will be able to demonstrate through discussion and activities that people risk their lives in order to protect the things they love and care about
- Students will be able to demonstrate through discussion and activities that accomplishing a goal can be laborious and lengthy, and it takes dedication, determination and focus.
- Students will be able to demonstrate through discussion and activities that people take dangerous risks to help those they love.
- Students will understand through discussion and activities that exploring and observing extreme wilderness and the unknown requires sacrifice and detailed planning for comfort and safety. Antarctica is the last great wilderness on Earth. Antarctica is a place of great beauty, but also of great danger, and offers a unique traveling experience.
- Students will understand through discussion and activities that anyone can become a hero.

Formative Assessment Tasks

Role Plays Teacher Observation Student Journals Group Work Projects Discussion Question and Answer

Assessment Transfer Tasks

- In this transfer task, students will imagine that the animal club at school is deciding whether or not to participate on a project with the local zoo. Students have been chosen to share their opinion in a short essay. Before they decide whether zoos are good for animals they will read two articles and watch one video to help them form opinions.
- After looking at these sources, students will answer some questions about them. They will briefly scan the sources and the three questions that follow. Then, go back and read the sources carefully to gain the information they will need to answer the questions and support your opinion in an essay.
- In Part 2, students will write opinion essays using information they have read.

Transfer Task Exemplar: [4th Grade Transfer Tasks\Unit 5 Transfer Task - Persuasive - Opinion Writing.docx](#)

ELA NJ Student Learning Standards

RL.4.1	RI.4.1	RF.4.3	W.4.1	SL.4.1	L.4.1
--------	--------	--------	-------	--------	-------

RL.4.2	RI.4.2	RF.4.4	W.4.2	SL.4.2	L.4.2
RL.4.3	RI.4.3		W.4.4	SL.4.3	L.4.3
RL.4.4	RI.4.4		W.4.5	SL.4.6	L.4.4
RL.4.5			W.4.9		L.4.5
RL.4.7			W.4.10		L.4.6
RL.4.9					
RL.4.10					

Career Readiness Practices

CRP1.
 CRP2.
 CRP4.
 CRP11.
 CRP12.

Technology

8.1.5.A.1
 8.1.5.A.2

21st Century Life and Career Skills

9.1.4.A.1
 9.1.4.A.2
 9.1.4.A.3
 9.1.4.B.1
 9.1.4.B.2
 9.1.4.B.3
 9.1.4.B.5
 9.1.4.D.1
 9.1.4.F.2
 9.1.4.G.1
 9.2.4.A.1
 9.2.4.A.2
 9.2.4.A.3
 9.2.4.A.4

Unit 6

Reaching for Goals

Pacing: 3-6 weeks

Interdisciplinary Connections: Science, Visual and Performing Arts, Social Studies

Supplemental Texts and Resources (teacher discretion)

Anchor Texts Available from RS 2013

- *My Brother Martin*
- *Jim Thorpe's Bright Path*
- *How Tia Lola Came to Visit Stay*
- *A Gift from the Heart*
- *The Man Who Went to the Far Side of the Moon*

Writing Unit

- Research Project/Social Studies based with Renee Giordano

Transfer Goals

- Students will understand that the right of equal opportunity is or was protected by: 1) the Civil Rights Act, integration, and changing laws, 2) Martin Luther King, Jr. , 3) the US Constitution.
- Students will understand that to face challenges, people: 1) set goals, 2) use certain abilities, 3) have certain abilities.
- Students will understand that when coming to a new culture, people: 1) bring customs from their own country, 2) must learn how to communicate, 3) may feel confused, 4) can set a positive example.
- Students will understand that people make sacrifices to: 1) accomplishing a goal, 2) help others, 3) solve a problem.
- Students will understand that: 1) astronauts go on space missions, 2) space has no gravity, 3) the moon orbits the Earth

Essential Question

- "What does it take to achieve our goals and dreams?"

Enduring Understandings

- Students will be able to demonstrate through discussion and activities that role models can greatly influence the paths people take in their lives.
- Students will be able to demonstrate through discussion and activities that with constant determination and effort you can achieve your dreams. Jim Thorpe overcame great odds and hardships to reach his dreams through his effort and determination.
- Students will be able to demonstrate through discussion and activities the importance of being true to one's self.
- Students will understand through discussion and activities the reasons why people choose to make sacrifices.
- Students will understand through discussion and activities that landing on the moon was a big undertaking, and the astronaut Michael Collins had a very important role during the Apollo missions.

Formative Assessment Tasks

Role Plays Teacher Observation Student Journals Group Work Projects Discussion Question and Answer

Assessment Transfer Tasks

About an Animal Prezi Project

This is a new twist on an old science project: the "About an Animal" report. Instead of using physical texts and creating an actual report, students will be using online sources and creating their very own Prezis! Every student will create their own login and password on www.prezi.com.

Transfer Task Exemplar:

ELA NJ Student Learning Standards

RL.4.1	RI.4.1	RF.4.3	W.4.1	SL.4.1	L.4.1
RL.4.2	RI.4.2	RF.4.4	W.4.2	SL.4.2	L.4.2
RL.4.3	RI.4.3		W.4.4	SL.4.3	L.4.3
RL.4.4	RI.4.4		W.4.5	SL.4.6	L.4.4

RL.4.5 RL.4.7 RL.4.9 RL.4.10			W.4.9 W.4.10		L.4.5 L.4.6
------------------------------------	--	--	-----------------	--	----------------

Career Readiness Practices

CRP1.
CRP2.
CRP4.
CRP11.
CRP12.

Technology

8.1.5.A.1
8.1.5.A.2

21st Century Life and Career Skills

9.1.4.A.1
9.1.4.A.2
9.1.4.A.3
9.1.4.B.1
9.1.4.B.2
9.1.4.B.3
9.1.4.B.5
9.1.4.D.1
9.1.4.F.2
9.1.4.G.1
9.2.4.A.1
9.2.4.A.2
9.2.4.A.3
9.2.4.A.4

Grade 4

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Grade 4

Progress Indicators for Reading Literature

Key Ideas and Details

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).

Craft and Structure

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

RL.4.8. (Not applicable to literature)

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.

Range of Reading and Complexity of Text

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.

Grade 4 Progress Indicators for Informational Text

Key Ideas and Details

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.

Craft and Structure

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.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

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.

Range of Reading and Level of Text Complexity

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

Grade 4
Progress Indicators for Reading Foundation Skills

Phonics and Word Recognition

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.

Fluency

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.

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Grade 4

Progress Indicators for Writing

Text Types and Purposes

- 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.
- 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.
 - 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.
 - E. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of 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.4.5. 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.

Research to Build and Present Knowledge

- 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”).

Range of Writing

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.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grade 4

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

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.

Presentation of Knowledge and Ideas

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.

Anchor Standards for Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

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

Grade 4

Progress Indicators for Language

Conventions of Standard English

- 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*).
 - 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.
 - D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
 - E. Form and use prepositional phrases.
 - F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - 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.
- 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.

Knowledge of Language

- 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.
 - B. Choose punctuation for effect.
 - C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use

- 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 key words 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).

