

ELA 4th-Q3

Content Area: **4th Grade**
Course(s): **Reading (4), Writing (4)**
Time Period: **Marking Period 3**
Length: **1 Marking Period**
Status: **Not Published**

Student Learning Standards

| | |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LA.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. |
| LA.W.4.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| LA.RL.4.7 | Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. |
| LA.L.4.1.E | Form and use prepositional phrases. |
| LA.L.4.1.F | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| LA.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. |
| LA.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. |
| LA.L.4.2.C | Use a comma before a coordinating conjunction in a compound sentence. |
| LA.SL.4.1.A | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. |
| LA.SL.4.1.B | Follow agreed-upon rules for discussions and carry out assigned roles. |
| LA.SL.4.1.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. |
| LA.SL.4.1.D | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| LA.SL.4.2 | Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). |
| LA.L.4.4.A | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| LA.L.4.4.C | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. |
| LA.L.4.5.A | Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. |
| LA.W.4.3.A | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |
| LA.L.4.1 | Demonstrate command of the conventions of standard English grammar and usage when |

| | |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | writing or speaking. |
| LA.W.4.3.B | Use dialogue and description to develop experiences and events or show the responses of characters to situations. |
| LA.W.4.3.C | Use a variety of transitional words and phrases to manage the sequence of events. |
| LA.W.4.3.E | Provide a conclusion that follows from the narrated experiences or events. |
| LA.L.4.5.B | Recognize and explain the meaning of common idioms, adages, and proverbs. |
| LA.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). |
| LA.W.4.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| LA.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). |
| LA.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. |
| LA.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. |

21st Century Standards

| | |
|----------------|------------------------------------------------------------------------------------------------------------------------------------|
| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. |
| CAEP.9.2.4.A.3 | Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes. |
| CAEP.9.2.4.A.4 | Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success. |
| CAEP.9.2.4.A.1 | Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. |
| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |

Standards for Mathematical Practice (Math only)

Technology Standards

| | |
|------------------|-----------------------------------------------------------|
| TECH.8.1.5.D.CS2 | Demonstrate personal responsibility for lifelong learning |
| TECH.8.1.5.D.CS3 | Exhibit leadership for digital citizenship. |

| | |
|------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| TECH.8.1.5.D.4 | Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media. |
| TECH.8.1.5.D.3 | Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media. |
| TECH.8.1.5.E.CS1 | Plan strategies to guide inquiry. |
| TECH.8.1.5.E.CS2 | Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. |

Companion Standards

| | |
|-------------------|---------------------------------------------------------------------------------------|
| 4-PS3-1.6 | Constructing Explanations and Designing Solutions |
| SOC.K-4.1.2.1 | Determine locations of places and interpret information available on maps and globes. |
| SOC.K-4.1.3 | Critical Thinking |
| 3-5-ETS1-2.ETS1.B | Developing Possible Solutions |
| SOC.K-4.1.3.1 | Distinguish fact from fiction. |
| SOC.K-4.1.2 | Spatial Thinking |
| SOC.K-4.1.1.1 | Place key historical events and people in historical eras using timelines. |
| SOC.K-4.1.1 | Chronological Thinking |

Unit Focus

NJDOC UNIT 4

(Wonders Units 3-5)

Essential Questions

In what ways can advances in science be helpful or harmful?

Why do we need government?

Why do people run for public office?

How do inventions and technology affect your life?

How can you explain what you see in the sky?

How do writers look at success in different ways?

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

Critical Knowledge and Skills

SLO- WALT:

Identify and define model auxiliaries

Identify the format of marking direct speech and quotations

Apply the rules for marking direct speech and quotes

Paraphrase portions of a text read aloud of information

Report on a topic or text to tell a story or recount an experience

Adapt speech to a variety of contexts and tasks

Identify the format of marking direct speech and quotations

Select the most precise word to convey ideas

Select punctuation to create effect in writing

Use formal English and informal English in appropriate settings

Read text closely to identify key details

Explain the differences between poems, drama, and prose

Explain the major differences between drama, poem, and prose

Describe in depth a character, setting, event of story

Refer to details and examples of text

Summarize key point of text

Determine the main idea

Identify the narrator's point of view

Link the reading of the text to listening point of view

Analyze the specific strategies for decoding words

Compose a story hook to engage the reader

Use concrete words or phrases

Provide a conclusion that follows narrated experience or events

Use a variety of transitional words and phrases

Manage the sequence of events

Reflect and revise writing

Engage in collaborative conversations

Differentiated Instruction

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)

Possible Supports for Students with IEPs

- Allow extra time to complete assignments or tests
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications/504 plan

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities

Additional Resources:

Computers with internet access and projection capabilities, whiteboards, audio materials (CDs, CD players), print materials, manipulatives journals, sticky notes, graphic organizers, chart paper, chimes, leveled readers, magnetic letters, Wikki Stix, white boards, stamps, listening trade books, CDs , Writer’s Notebooks, response boards, vocabulary

District/School Formative Assessment

Class Discussion

Teacher Observations

Daily 5

Literature Discussions

Literature Responses

Questioning

Writer's Notebook

Self-Assessments

Cooperative Learning Groups

Writer's Workshop

Writing Assignments

Teacher Conferences

Portfolios

Running Records

Presentations

Individual Whiteboards

District/School Summative Assessment

District Reading Leveling

Anecdotal Records

Topic Assessments

Topic Quiz

Suggested Open Educational Resources

www.jenniferserravallo.com/blog

<http://www.wegivebooks.org/books>

http://www.nwp.org/cs/public/print/resource_topic/teaching_reading

<http://www.sightwords.com>

www.lindahoyt.com/tips.html

<http://www.readwritethink.org>

<http://readingandwritingproject.org>

<http://www.schrockguide.net>

<http://twowritingteachers.wordpress.com>

www.lindahoyt.com/tips.html

<http://www.readwritethink.org>

http://www.nwp.org/cs/public/print/resource_topic/teaching_writing

<http://readingandwritingproject.org>

<http://readingandwritingproject.org>

www.lindahoyt.com/tips.html

<http://www.seymoursimon.com/index.php/blog>

Resources

Wonders

Internet

Teachers pay Teachers