ELA 4th-Q4

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

Student Learning Standards

LA.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
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.4.8	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.
LA.RL.4.7	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
LA.RL.4.8	(Not applicable to literature)
LA.W.4.9.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].").
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.W.4.2.A	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
LA.W.4.2.B	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
LA.W.4.2.C	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
LA.W.4.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.4.2.E	Provide a conclusion related to the information or explanation presented.
LA.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.
LA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
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.4.4	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.)
LA.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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.
LA.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.

21st Century Standards

CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
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.
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.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP6	Demonstrate creativity and innovation.

Standards for Mathematical Practice (Math only)

Technology Standards

TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.5.B.1	Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.
TECH.8.1.5.A.2	Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.

Companion Standards

SOC.K-4.1.1.2	Explain how the present is connected to the past.
SOC.K-4.1.2.2	Use thematic maps and other geographic representations to obtain, describe, and compare spatial patterns and information about people, places, regions, and environments.
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-ETS1-1.1	Asking questions and defining problems in 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships.
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.
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-4.1.4.1	Use evidence to support an idea in a digital, oral and/ written format.
SOC.K-4.1.3.2	Identify and interpret a variety of primary and secondary sources for reconstructing the past (i.e., documents, letters, diaries, maps, photos, etc.).
SOC.K-4.1.4.2	Share information about a topic in an organized manner (e.g., provide a coherent line of reasoning with supporting/relevant details) speaking clearly and at an appropriate pace.

Unit Focus

(NJDOC Unit 4)

(Wonder Units 5-6)

Essential Questions

What are some reasons people moved?

How can inventions solve problems?

What can you discover when you look closely at something?

How can learning about the past help youunderstand the present?

Critical Knowledge and Skills
SLO-WALT:

Read texts closely(questioning, determining importance, looking for patterns) to make meaning of what was read

Make personal connections

Use quotes and references

Refer to text when drawing conclusions as well as when answering directly stated questions

Identify the key detail of a text that supports the main idea

Analyze the actions and thoughts of characters

Determine the theme

Summarize the key points

Explain how the author supports main ideas in informational text

Determine meaning of words and phrases

Identify metaphor and similes

Demonstrate the ability to determine the meaning of words and phrases

Explaing differences between poem, dram, or prose

Identigy how a text is organized to describe the structure

Identigy the narrator's point of view

Find the similarities and differences between firsthand and secondhand accounts

Explain how the point of view impacts the delivery of information

Read and understand a wide range of informational and literary texts

Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts

Type at least one page in a single setting

Demonstrate proficiency in keyboarding skills

Use technology for producing and publishing writing, and collaborating with others

Engage as part of whole class, in small groups, with a partner, sharing the roles of participant , leader and ovserver

Use strategies for reading literary and informational text to investigate topics

Refer to specific detatil in literary text

Develop skills in research

Reflect on and revise writing

Take notes and organize information

Differentiated Instruction

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

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

District/School Summative Assessment

District Reading Level

Anecdotal Records

Topic Assessments

Topic Quiz

Suggested Open Educational Resources

.jenniferserravallo.com/blog

http://www.wegivebooks.org/books

http://www.nwp.org/cs/public/print/res ource_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://readingandwritingproj ect.org

www.lindahoyt.com/tips.ht ml

http://www.seymoursimon.c om/index.php/blog

Resources

Teachers pay teachers

Wonders

Internet