

# ELA 4th-Q2

Content Area: **4th Grade**  
Course(s): **Reading (4), Writing (4)**  
Time Period: **Marking Period 2**  
Length: **1 Marking Period**  
Status: **Not Published**

## Student Learning Standards

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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.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.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.4.3	Identify the reasons and evidence a speaker provides to support particular points.
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.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.
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.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.
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

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CAEP.9.2.4.A.2	Identify various life roles and civic and work - related activities in the school, home, and community.
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.

## Standards for Mathematical Practice (Math only)

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## Technology Standards

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TECH.8.1.5.A.CS1	Understand and use technology systems
TECH.8.1.5.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.5.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
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.

## Companion Standards

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4-PS3-1.6.1	Use evidence (e.g., measurements, observations, patterns) to construct an explanation.
SOC.K-4.1.3	Critical Thinking
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.
3-5-ETS1-2.6.1	Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem.
SOC.K-4.1.3.1	Distinguish fact from fiction.
SOC.K-4.1.4.1	Use evidence to support an idea in a digital, oral and/ written format.
SOC.K-4.1.1	Chronological Thinking

## Unit Focus

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(NJDOC Unit 4)

Wonders Unit 2-3)

## Essential Questions

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How are all living things connected?

What helps an animal survive?

How are writers inspired by animals?

How can you make new friends feel welcome?

In what ways can you help your community?

How can one person make a difference?

How can words lead to change?

## Critical Knowledge and Skills

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*Closely read a text to demonstrate understand*

*Make personal connections, make connections to other texts, and/or make global connections when relevant*

*Refer to specific text to support answers and to craft questions*

*Explicitly locate evidence in the text to support answers and craft questions of factual nature*

*Answer and ask both factual questions and inferential questions that require reasoning from the reader*

*Closely read stories including fables, folktales, myths from diverse cultures, noting key details*

*Determine central messages or theme*

*Identify details to support the main idea*

*Analyze how the details of the text help to support the central idea*

*Demonstrate the ability to determine the meaning of words and phrases as they are used in text*

*Decode words with common Latin suffixes*

*Reread as necessary*

*Write opinion pieces on topics or text supporting a point of view with reasons*

*Introduce the topic or text they are writing about, state an opinion and create an organization and structure, that lists reasons*

*Produce numerous pieces of writing over various time frames*

*Develop skills in research*

*Reflection on and revise writing*

*Self correction when writing to produce a clearer message*

*Develop a topic related to content area they are writing about to reflect task, audience and purpose*

*Engage in conversations about grade-appropriate topics and texts*

*Participation in a variety of rich, structured conversations*

*Define and identify nouns, pronouns, verbs, adjectives and adverbs in sentences*

*Examine the purpose of theme*

*Differentiate between regular and irregular plural nouns*

*Use abstract nouns when speaking*

*Identify words in titles to be capitalized*

*Identify spelling patterns when writing words*

*Determine purpose and use of reference materials*

*Use both print and digital glossaries and dictionaries to define and clarify words*

## **Differentiated Instruction**

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- 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**

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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**

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District Reading Leveling

Topic Assessment

Topic Quiz

## **Suggested Open Educational Resources**

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[www.jenniferserravallo.com/blog](http://www.jenniferserravallo.com/blog)

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

[http://www.nwp.org/cs/public/print/resource\\_topic/teaching\\_reading](http://www.nwp.org/cs/public/print/resource_topic/teaching_reading)

<http://www.sightwords.com>

[www.lindahoyt.com/tips.html](http://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.lindahoyt.com/tips.html)

<http://www.readwritethink.org>

[http://www.nwp.org/cs/public/print/resource\\_topic/teaching\\_writing](http://www.nwp.org/cs/public/print/resource_topic/teaching_writing)

<http://readingandwritingproject.org>

<http://readingandwritingproject.org>

[www.lindahoyt.com/tips.html](http://www.lindahoyt.com/tips.html)

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

## **Resources**

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Internet

Teacher pay Teachers

Wonders