

ELA 4th-Q1

Content Area: **4th Grade**
Course(s): **Reading (4), Writing (4)**
Time Period: **Marking Period 1**
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.K-12.NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
LA.L.4.2.A	Use correct capitalization.
LA.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.
LA.L.4.2.C	Use a comma before a coordinating conjunction in a compound sentence.
LA.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.4.W.4.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related idea the writer's purpose.
LA.W.4.1.B	Provide reasons that are supported by facts from texts and/or other sources.
LA.W.4.1.C	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
LA.W.4.1.D	Provide a conclusion related to the opinion presented.
LA.K-12.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.
LA.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.4.1.A	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
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.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.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.K-12.NJSLSA.R2

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

21st Century Standards

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP1

Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP6

Demonstrate creativity and innovation.

Standards for Mathematical Practice (Math only)

Technology Standards

TECH.8.1.5.C.CS2

Communicate information and ideas to multiple audiences using a variety of media and formats.

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.B.CS1

Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.5.D.CS1

Advocate and practice safe, legal, and responsible use of information and technology.

Companion Standards

SOC.K-4.1.3

Critical Thinking

3-5-ETS1-1

Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

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.

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.

Unit Focus

(NJDOC UNIT 4)

(Wonders 1-2)

Essential Questions

Where do good ideas come from?

How do your actions affect others?

How do people respond to natural disasters?

How can science help you understand how things work?

How can starting a business help others?

What are some messages in animal stories?

How do animal characters change familiar stories?

Critical Knowledge and Skills

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Acquire and use accurately gradeappropriate 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, conversation, and endangered when discussing animal preservation).

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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).

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Explain major differences between poems, drama, and prose, and refer to 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. 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, m, myths from diverse cultures, noting key details

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.

Determine central messages of 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 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

Suggested / Possible Modifications for *ELL and Special Education*:

- Choral reading
- Chants, songs
- Use charts, posters, videos
- Use a highlighter for key ideas, vocabulary
- Write helpful hints in margins of copied materials
- Provide copy of all notes
- Preferential seating
- Use manipulatives
- Use graphic organizers
- Reinforce vocabulary within the content
- Assign a picture or movement to vocabulary words
- Small group instruction
- Use print, not cursive
- Use books on tape

Suggested / possible modifications for *Gifted and Talented*:

- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating) <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions

Use varied modes of pre-assessment and assessment

- 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 cards, big books, interactive read-aloud cards, teaching

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 Level

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>

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www.lindahoyt.com/tips.html

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

Resources

Trade books

Teacher Pay Teachers

Wonder Reading Series

Wonder Works

Internet