



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT: English

COURSE: ELA, Grade 4

Curriculum Development Timeline

School: Township of Ocean Elementary Schools

Course: ELA, Grade 4

Department: English

Board Approval	Supervisor	Notes
June 2011	Eleanor Hughes	Born Date
September 2012	Eleanor Hughes	Revisions
August 2017	Michelle Shappirio	Revisions
March 2019	Michelle Shappirio	Review

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Week	Marking Period 1	Week	Marking Period 3
1	Start Smart	21	Unit 3 Week 6: Review/Assess/Extend
2	Start Smart	22	Unit 4 Week 1: Our Government
3	Unit 1 Week 1: Clever Ideas	23	Unit 4 Week 2: Leadership
4	Unit 1 Week 2: Think of Others	24	Unit 4 Week 3: Breakthroughs
5	Unit 1 Week 3: Take Action	25	Unit 4 Week 4: Wonders in the Sky
6	Unit 1 Week 4: Ideas in Motion	26	Unit 4 Week 5: Achievements
7	Unit 1 Week 5: Putting Ideas to Work	27	Unit 4 Week 6: Review/Assess/Extend
8	Unit 1 Week 6: Review/Assess/Extend	28	Novel Study
9	Unit 2 Week 1: Literary Lessons	29	Unit 5 Week 1: Making It Happen
10	Unit 2 Week 2: Animals in Fiction	30	Unit 5 Week 2: On the Move
Week	Marking Period 2	Week	Marking Period 4
11	Unit 2 Week 3: Natural Connections	31	Unit 5 Week 3: Inventions
12	Unit 2 Week 4: Adaptations	32	Unit 5 Week 4: Zoom In
13	Unit 2 Week 5: Animals All Around	33	Unit 5 Week 5: Digging Up the Past
14	Unit 2 Week 6: Review/Assess/Extend	34	Unit 5 Week 6: Review/Assess/Extend
15	Novel Study	35	Unit 6 Week 1: Old and New
16	Unit 3 Week 1: Friendship	36	Unit 6 Week 2: Notes from the Past
17	Unit 3 Week 2: Helping the Community	37	Unit 6 Week 3: Resources
18	Unit 3 Week 3: Liberty and Justice	38	Unit 6 Week 4: Money Matters
19	Unit 3 Week 4: Powerful Words	39	Unit 6 Week 5: Finding My Place
20	Unit 3 Week 5: Feeding the World	40	Unit 6 Week 6: Review/Assess/Extend

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*Week 6 includes review, assessment, and extension activities. Week 6 activities may include: Tier 2 Intervention, Research Simulation Tasks, Literary Analysis Tasks, Narrative Writing Tasks, Reader's Theater, Inquiry Space Projects, Project Presentations, Unit Assessments, Level Up Assessments, Novel Study, and other activities.

Climate Change

- Unit 1 Week 3: How do people respond to natural disasters?
- Unit 2 Week 4: What helps an animal survive?
- Unit 3 Week 3: How can one person make a difference?
- Unit 3 Week 5: In what ways can advances in science be helpful or harmful?
- Unit 6 Week 3: How have our energy resources changed over the years

Diversity, Equity, & Inclusion

- Unit 1 Week 2: How do your actions affect others?
- Unit 3 Week 1: How can you make new friends feel welcome?
- Unit 3 Week 2: In what ways can you help your community?
- Unit 3 Week 4: How can words lead to change?
- Unit 5 Week 1: In what ways do people show they care about each other?
- Unit 6 Week 1: How do traditions connect people?
- Unit 6 Week 5: What shapes a person's identity?

Core Instructional & Supplemental Materials including various levels of Texts

- *Wonders* Reading/Writing Workshop Book
- *Wonders* Literature Anthology
- *Wonders* Close Reading Companion
- *Wonders* ConnectEd online platform
- *Wonders* Leveled Readers (Approaching, On, English Learner, & Beyond Levels)
- *Wonders* Your Turn Practice Book
- *Wonders* Visual Vocabulary Cards
- *Wonders* Leveled Workstation Activity Cards
- *Wonders* Sound-Spelling Cards
- *Wonders* High-Frequency Word Cards
- *Wonders* Photo Cards
- *Wonders* Running Records
- Reading Eggs online subscription
- ReadWorks.org

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- *WonderWorks* Intervention
- *Fountas and Pinnell* Leveled Literacy Intervention
- *Fountas and Pinnell* Benchmark Assessment System
- *Orton-Gillingham* Institute for Multi-sensory Education materials (blending boards, sand trays, phoneme grapheme cards)
- *Recipe for Reading* books
- IXL online subscription
- Reading A-Z
- A variety of trade books related to the essential question
- Choice of novels:
 - o *Charlie and the Chocolate Factory*
 - o *Charlotte's Web*
 - o *Cricket in Times Square*
 - o *Frindle*
 - o *How to Eat Fried Worms*
 - o *I Survived the Sinking of the Titanic*
 - o *In the Year of the Boar & Jackie Robinson*
 - o *James and the Giant Peach*
 - o *Lunch Money*
 - o *Matilda*
 - o *On My Honor*
 - o *Orphan of Ellis Island*
 - o *Riding Freedom*
 - o *Sarah, Plain and Tall*
 - o *Shoeshine Girl*
 - o *Shiloh*
 - o *Stone Fox*
 - o *Tales of a Fourth-Grade Nothing*
 - o *The Lemonade War*
 - o *The School Story*
 - o *The One and Only Ivan*
 - o *There's a Boy in the Girl's Bathroom*

Time Frame	2 weeks
Topic	
Start Smart	

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COURSE: ELA Grade 4

Essential Questions

- What discoveries can people make when they cooperate with others?

Enduring Understandings

- When people cooperate, they work together toward the same goal.
- They live together in harmony, or in friendly agreement.

Alignment to Standards

English Language Arts

Reading:

- 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).
- 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.4.10. 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.
- 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.4.5. 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.4.9. 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.
- RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
 - o 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.
- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
 - o A. Read grade-level text with purpose and understanding.
 - o B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and

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COURSE: ELA, Grade 4

expression.

- o C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 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.

Speaking and Listening:

- 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.
 - o A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - o D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Language:

- 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.
 - o A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - o B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - o 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 keywords and phrases.
- 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).

Key Concepts and Skills

Reading Literature Text/Informational Text

Students will

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COURSE: ELA Grade 4

- identify the key details of a text that support a main idea.
- analyze the actions and thoughts of characters and speakers in texts, looking for patterns.
- determine the theme or main idea of the text.
- summarize key points of a text.
- explain how the author supports main ideas in informational text with key details.
- read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.
- read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- refer to the text when drawing conclusions as well as when answering directly stated questions.
- read text closely, looking for key details regarding character, setting, or plot.
- analyze story elements for literal and inferential meaning.
- refer to the text to describe various story elements.
- explain the differences between poems, drama, and prose.
- explain how structural elements are used to create an oral or written response to a text.
- identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc).
- read two texts closely on the same subject to identify key details.
- synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Reading Foundational Skills

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- read grade-level poetry and prose aloud accurately.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Writing

Students will

- produce writing that is clear and understandable to the reader.
- unpack writing tasks (type of writing assignment).
- unpack writing purpose (the writer's designated reason for writing).

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COURSE: ELA, Grade 4

- focus the organization and development of a topic to reflect the task and purpose.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.
- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)

Language

Students will

- use 4th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use knowledge of synonyms and antonyms to broaden vocabulary.
- decipher the meanings of words and phrases by using sentence context.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.

Learning Activities

Reading Literature/Informational Text/Foundational Skills

- Introduce Close Reading Routine
 - Read

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COURSE: ELA Grade 4

- Reread
 - Integrate
- Introduce Comprehension Skills
 - Determining theme.
 - Determining main idea and key details.
- Introduce Genres
 - Folktales
 - Persuasive Article

Foundational Skills

- Phonics / Word Study
 - Introduce Multisyllabic Word Strategy
 - Introduce 6 Syllable Types-Closed, Open, Final Stable, Vowel Team, r-controlled, Final (Silent) e
- Reading Every Day-Fluency and Independent Reading (Daily Sustained Silent Reading)
 - Phrasing
 - Rate
 - Expression
 - Accuracy

Writing

- Write to Sources
 - Analyze the Prompt
 - Analyze Text Evidence
 - Analyze the Model
 - Share the Prompt
- Set Up Writer's Notebooks
- Research and Inquiry
 - Research to build and present knowledge
 - Share What You Know
 - Find Resources
 - Guided Practice
 - Create the Project: Mock Interview
 - Present the Interview

Speaking and Listening

- Build background knowledge on weekly concept
- Introduce and discuss the Essential Question
- Generate words and phrases related to the Essential Questions using a Concept Web
- Engage in collaborative conversations about the weekly concept
- Paraphrase portions of print or digital text related to the weekly concept
- Present information on the weekly concept

Language

- Vocabulary Routine

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COURSE: ELA, Grade 4

- Introduce the Define/Example/Ask Routine
- Building Vocabulary-Word Wall Set Up
- Vocabulary Strategies
 - Context Clues
 - Using a Thesaurus
 - Using a Dictionary or Glossary
 - Morphology-Greek and Latin Roots and Prefixes and Suffixes

Assessments

Formative:

- Teacher observation (anecdotal notes and *Wonders* Interactive Rubrics)
- Exit Tickets
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests
- Unit Tests

Benchmark:

- Oral Reading Fluency Assessment
- Grade 4 Comprehension Test

Alternative:

- Research and Inquiry Projects

- CRP4. Students will communicate clearly and effectively and with reason when participating in a mock interview with a beekeeper and when engaging in collaborative conversations about the essential question.

- 9.2.4.A.3- Students will investigate both traditional and nontraditional careers and relate information to personal likes and dislikes when researching about the job of a beekeeper.

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COURSE: ELA, Grade 4

Interdisciplinary Connections

Science

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What can you discover by observing nature?
 - **Read & Respond to a Text**
 - “A Strange Disappearance”
 - **Concept Web**
 - Students will generate words and phrases related to discoveries in nature.
 - **Research and Inquiry**
 - Students will work with a group to brainstorm questions they would ask a beekeeper. Students will then research to create a mock interview with a beekeeper.
 - **4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.**
-
- 8.1.5.A.1- Students will select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems when researching appropriate questions to ask a beekeeper.
 - 8.1.5.D.4-Students will understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media when accessing Google Classroom, participating in class discussions using the Internet, and when researching topics using a variety of sources.
 - 8.1.5.A.3- Students will use a graphic organizer to organize information about problem or issue when creating a mock interview with a beekeeper.

Time Frame	6 weeks
Topic	
Unit 1 Big Idea: Think It Through	
Essential Questions	
How can a challenge bring out our best?	
Week 1 Weekly Concept: Clever Ideas	
● Where do good ideas come from?	

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Week 2 Weekly Concept: Think of Others

- How do your actions affect others?

Week 3 Weekly Concept: Take Action

- How do people respond to natural disasters?

Week 4 Weekly Concept: Ideas in Motion

- How can science help you understand how things work?

Week 5 Weekly Concept: Putting Ideas to Work

- How can starting a business help others?

Week 6 Review/Assess/Extend

- How can a challenge bring out our best?

Enduring Understandings

- People come up with clever and original ideas every day. They can result of an accident, brainstorming, or observation.
- We are accountable for everything we do because it may affect others.
- After a disaster, rescue workers search for people who may be trapped and try to rescue them.
- Science is about inquiry, or asking questions and trying to find out answers.
- Starting a business can provide goods and services that others need. It can provide things for a community that it didn't have before.

Alignment to Standards

Reading:

- 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.4.3 - 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).
- 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.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- 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.
- 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.
- 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.

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- 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.
- 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.4.7. 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.4.9. 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.
- RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- 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.
- 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.

Writing:

- 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.
- W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - 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

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technique, descriptive details, and clear event sequences.

- o A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- o B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- o C. Use a variety of transitional words and phrases to manage the sequence of events.
- o D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- 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.
 - o 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].”).
 - o 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”).
- 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.

Speaking and Listening:

- 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.
 - o B. Follow agreed-upon rules for discussions and carry out assigned roles
 - o 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.
 - o 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.
- 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.

Language:

- L.4.1 - Demonstrate command of the conventions of standard English grammar and usage when

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writing or speaking.

- o A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
 - o F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- L.4.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - o A. Use correct capitalization.
 - o C. Use a comma before a coordinating conjunction in a compound sentence.
 - o D. Spell grade-appropriate words correctly, consulting references as needed.
- L.4.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - o B. Choose punctuation for effect.
- 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.
 - o A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - o 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 keywords and phrases.
- L.4.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - o B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - o 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).

Key Concepts and Skills

Reading Literature Text/Informational Text

Students will

- read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- refer to the text when drawing conclusions as well as when answering directly stated questions.

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Assistant Superintendent
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SPARTAN MISSION:

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DEPARTMENT: English

COURSE: ELA, Grade 4

- identify the key details of a text that support the main idea.
- analyze the actions and thoughts of characters or speakers in texts, looking for patterns.
- determine the theme or main idea of the text.
- summarize the key points of a text.
- explain how the author supports main ideas in informational text with key details.
- determine the meaning of words and phrases in a text.
- identify words that allude to significant characters (i.e.: Herculean)
- identify metaphors and similes.
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).
- identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc).
- read text closely, looking for key details regarding character, setting, or plot.
- analyze story elements for literal and inferential meaning.
- refer to the text to describe various story elements.
- link the reading of the text to listening or viewing the same story.
- compare what was read to what was visualized and heard.
- cite textual evidence to support comparisons.
- read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.
- identify similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature.
- analyze how the theme is presented in the text.
- analyze the influence of culture on similar themes.
- explain the differences between poems, drama, and prose.
- explain how structural elements are used to create an oral or written response to text.
- analyze information presented in various formats to identify the key details.
- understand what is heard, viewed, or presented through various media formats to help make meaning of the text.
- explain how the information presented in various formats aids to the overall meaning.
- read two texts closely on the same subject to identify key details.
- synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- read text closely to identify key details.
- explain how or why historical events, scientific ideas or “how to” procedures happened.
- use the text to support their answers.

Reading Foundational Skills

Students will

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DEPARTMENT: English

COURSE: ELA, Grade 4

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- read grade-level poetry and prose aloud accurately.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Writing

Students will

- distinguish facts from opinions.
- organize text by using a specific organizational structure (i.e.: cause/effect, chronological order, etc).
- group supporting details to support the writer's purpose.
- introduce a topic or text clearly.
- state an opinion to be supported with evidence.
- write a thesis statement to focus the writing.
- purposefully select information to develop the topic.
- select specific language and vocabulary to convey ideas and information.
- provide a conclusion related to the information or explanation.
- compose a story hook to engage the reader.
- establish the story's background or situation.
- introduce a narrator and/or characters.
- purposefully arrange events to make the story flow.
- use dialogue and description to develop experiences and events.
- show the responses of characters to situations, when appropriate.
- use a variety of transitional words and phrases to manage the sequence of events.
- use concrete words and phrases to relay story details.
- use sensory details to convey experiences and events precisely.
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.

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COURSE: ELA, Grade 4

- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.
- research information from print and digital sources.
- integrate information from personal experience.
- take notes and organize their information into categories.
- list the sources used.

Speaking and Listening

Students will

- engage in conversations about grade-appropriate topics and texts.
- participate in a variety of rich, structured conversations.
- engage in collaborative (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc).
- identify the key points and supporting details of a text presented orally.
- restate the key information from a written text read aloud or information presented in multiple formats.
- integrate audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes.
- speak for a variety of purposes.
- distinguish between formal and informal discourse.
- adapt speech to a variety of contexts and tasks.

Language

Students will

- identify and define relative pronouns.
- use appropriate relative pronouns and relative adverbs when writing or speaking.
- select punctuation to create effect in writing.
- identify the components of complete sentences.
- consistently write in complete sentences.
- distinguish complete sentences, fragments, and run-on sentences.
- revise fragments and run-ons to form complete sentences.
- identify rules for capitalization.
- apply capitalization rules consistently.
- identify coordinating conjunctions in sentences.
- use a comma before a coordinating conjunction in a compound sentence.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- decipher the meanings of words and phrases by using sentence context.
- determine the meaning of commonly used prefixes and suffixes.

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DEPARTMENT: English

COURSE: ELA Grade 4

- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- use 4th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use knowledge of synonyms and antonyms to broaden vocabulary.
- identify idioms, adages, and proverbs in text.
- explain the meaning of common idioms, adages, and proverbs.
- determine synonyms and antonyms of words to show meaning.

Learning Activities

Reading Literature/Informational Text/Foundational Skills

- Cite relevant evidence from text
- Determine text structure
 - Compare and contrast
 - Cause and Effect
- Make Predictions
- Reread
- Define characteristics of Genre:
 - Fairy Tale
 - Realistic Fiction
 - Expository Text
 - Narrative Nonfiction
 - Persuasive Article
- Determine key ideas and details
- Identify character, setting, plot: sequence
- Determine character, setting, plot: problem and solutions
- Determine main idea and key details
- Interpret information presented visually
- Gather relevant information from digital sources
- Navigate Links
- Connect to the Essential Question-Close Reading Companion
 - Text to Poetry
 - Text to Photography
 - Text to Media

Foundational Skills

- Phonics / Word Study - Students will use and identify:

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COURSE: ELA Grade 4

- Short vowels
- Inflectional endings
- Long a
- Long e
- Plurals
- Long i
- Long o
- Compound Words
- Fluency
 - Intonation
 - Phrasing and Rate
 - Expression and Rate
 - Accuracy

Writing

- Write to Sources
 - Draw evidence from literature and informational text
 - Write opinion text: sentence length
 - Write narrative text: descriptive details, focus on an event
 - Write informative text: supporting details, sequence
 - Conduct research
 - Select reliable sources
- Writing Process (Friendly Letter or Narrative)
 - Prewrite a Friendly Letter
 - Draft and Revise a Friendly Letter
 - Proofread/Edit and Publish a Friendly Letter
 - Prewrite a Personal Narrative
 - Draft and Revise a Personal Narrative
 - Edit/proofread and publish a narrative text.
- Research and Inquiry Projects
 - Interview a Classmate
 - Research the Effects of Human Actions
 - Make a Poster
 - Research a Topic
 - Research a Famous Business Owner

Speaking and Listening

- Build background knowledge on weekly concept
 - Introduce and discuss the Essential Question
 - Generate words and phrases related to the Essential Questions using a Concept Web
 - Engage in collaborative conversations about the weekly concept
 - Paraphrase portions of print or digital text related to the weekly concept
 - Present information on the weekly concept

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DEPARTMENT: English

COURSE: ELA Grade 4

Language

- Conventions
 - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
 - Use a comma before a coordinating conjunction in a compound sentence
 - Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Demonstrate understanding of synonyms, idioms, and multiple-meaning words
 - Use context clues to understand the meaning of a word
 - Use suffixes as clues to the meaning of a word

Assessments

Formative:

- Teacher observation (anecdotal notes and *Wonders* Interactive Rubrics)
- Exit Tickets
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests
- Unit Tests

Benchmark:

- Oral Reading Fluency Assessment

Alternative:

- Research and Inquiry Projects

- CRP1. Students will act as a responsible and contributing citizen and employee when reading and responding to texts about how your actions affect others.
- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about the essential question.

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COURSE: ELA Grade 4

- CRP8. Students will utilize critical thinking to make sense of problems and persevere in solving them when researching how to stay safe during a natural disaster.

21st Century Skills

- 9.2.4.A.1- Students will identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals when researching a famous business owner.
- 9.2.4.A.3- Students will investigate both traditional and nontraditional careers and relate information to personal likes and dislikes when reading and responding to texts about starting your own business.

Interdisciplinary Connections

Social Studies

Week 2

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do your actions affect others?
- **Read & Respond to a Variety of Texts**
 - "Say Something"
 - "The Talent Show"
 - *Experts Incorporated*
 - "Speaking Out to Stop Bullying"
- **Research and Inquiry Project**
 - Students will work in groups to research a human action that has both positive and negative effects on people or the environment and complete a graphic organizer.
- 6.3.4.D.1- Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

Week 5

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How can starting a business help others?
- **Read & Respond to a Variety of Texts**
 - "Kids Can Help"
 - "Dollars and Sense"
 - *Kids in Business*
 - "Starting a Successful Business"
- **Research and Inquiry Project**

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COURSE: ELA Grade 4

- o Students will work in groups to research the life of a famous business owner. They will then summarize their findings in a paragraph.
- 6.1.4.C.6- Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
- 6.1.4.C.13- Examine the qualities of entrepreneurs in a capitalistic society.

Science

Week 3

- **Build Background & Engage in Collaborative Conversations**
 - o Essential Question: How do people respond to natural disasters?
- **Read & Respond to a Variety of Texts**
 - o "Avalanche"
 - o "A World of Change"
 - o *Earthquakes*
 - o "Tornado"
- **Research and Inquiry Project**
 - o Students will work in groups to research how to prepare for a specific type of natural disaster. They will then create a poster that demonstrates to others how to stay safe during a disaster.
- 4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

Week 4

- **Build Background & Engage in Collaborative Conversations**
 - o Essential Question: How can science help you understand how things work?
- **Read & Respond to a Variety of Texts**
 - o "Look Out Below"
 - o "The Big Race"
 - o *A Crash Course in Forces in Motion with Max Axiom*
 - o "The Box-Zip Project"
- **Research and Inquiry Project**
 - o Students will work in groups to research motion, force, friction, acceleration, or gravity and then create a visual display that shows their understanding of the topic.
- 4-PS3-3. Ask questions and predict outcomes about the changes in energy that occur when objects collide.

Visual and Performing Arts

- **Reader's Theater**

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DEPARTMENT: English

COURSE: ELA, Grade 4

o “WHODUNIT? WOO KNOWS...”

- 1.3.5.C.2-Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.

Technology Integration

- 8.1.5.A.1- Students will select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems when researching motion, force, friction, acceleration, and gravity.
- 8.1.5.D.4-Students will understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media when accessing Google Classroom, participating in class discussions using the Internet, and when researching topics using a variety of sources.
- 8.1.5.A.3- Students will use a graphic organizer to organize information about problem or issue (bullying).
- 8.1.5.D.3-Students will demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media when reading and responding to texts about how their actions impact others.

Time Frame	6 weeks
Topic	
Unit 2 Big Idea: Amazing Animals	
Essential Questions	
What can animals teach us?	
Week 1 Weekly Concept: Literary Lessons	
<ul style="list-style-type: none">● What are some messages in animal stories?	
Week 2 Weekly Concept: Animals in Fiction	
<ul style="list-style-type: none">● How do animal characters change familiar stories?	
Week 3 Weekly Concept: Natural Connections	
<ul style="list-style-type: none">● How are living things connected?	
Week 4 Weekly Concept: Adaptations	
<ul style="list-style-type: none">● What helps an animal survive?	
Week 5 Weekly Concept: Animals All Around	

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DEPARTMENT: English

COURSE: ELA Grade 4

- How are writers inspired by animals?

Week 6 Review/Assess/Extend

- What can animals teach us?

Enduring Understandings

- Animals in stories may reveal a lesson about how people should act.
- Sometimes stories use animal characters you may be familiar with.
- Living things in an ecosystem depend on each other.
- Adaptations help living things survive.
- Animals have inspired writers throughout the centuries. Many poems and stories tell about animals in descriptive detail.

Alignment to Standards

English Language Arts

Reading:

- 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.4.5. 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.
- 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.
- 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.
- 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.
- 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.4.7. 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.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background

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DEPARTMENT: English

COURSE: ELA Grade 4

knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

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

Writing:

- 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.
- 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.
- 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.
 - D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

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DEPARTMENT: English

COURSE: ELA, Grade 4

- 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.
 - 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”).
- 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.

Speaking and Listening:

- 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.

Language:

- L.4.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Use correct capitalization.
 - D. Spell grade-appropriate words correctly, consulting references as needed.
- 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 keywords and phrases.
- L.4.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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DEPARTMENT: English

COURSE: ELA Grade 4

- o A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- o 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).

Key Concepts and Skills

Reading Literature Text/Informational Text

Students will

- read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- refer to the text when drawing conclusions as well as when answering directly stated questions.
- identify the key details of a text that support the main idea.
- analyze the actions and thoughts of characters or speakers in texts, looking for patterns.
- determine the theme or main idea of the text.
- summarize the key points of a text.
- explain how the author supports main ideas in informational text with key details.
- explain the differences between poems, drama, and prose.
- explain how structural elements are used to create an oral or written response to a text.
- identify the narrator's point of view
- find the similarities and differences in the narration between a story written in first person and a story written in third person point of view.
- identify similarities and differences in themes, topics, and patterns of events.
- analyze how the theme is presented in the text.
- analyze the influence of culture on similar themes.
- read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.
- read text closely to identify key details.
- explain how or why historical events, scientific ideas or "how to" procedures happened.
- use the text to support their answers.

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DEPARTMENT: English

COURSE: ELA Grade 4

- determine the meaning of words and phrases in a text.
- identify words that allude to significant characters (i.e.: Herculean)
- identify metaphors and similes.
- analyze information presented in various formats to identify the key details.
- understand what is heard, viewed, or presented through various media formats to help make meaning of the text.
- explain how the information presented in various formats aids to the overall meaning.
- read two texts closely on the same subject to identify key details.
- synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Reading Foundational Skills

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- read grade-level poetry and prose aloud accurately.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Writing

Students will

- distinguish fact from opinions.
- organize text by using a specific organizational structure (i.e.: cause/effect, chronological order, etc)
- group supporting details to support the writer's purpose.
- introduce a topic or text clearly.
- state an opinion to be supported with evidence.
- write a thesis statement to focus the writing.
- use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate.
- purposefully select information to develop the topic.
- link ideas within paragraphs and sections of information using words and phrases.
- use transitional words and phrases.
- select specific language and vocabulary to convey ideas and information.
- compose a story hook to engage the reader.
- establish the story's background or situation.
- introduce a narrator and/or characters.
- purposefully arrange events to make the story flow.
- use dialogue and description to develop experiences and events.
- show the responses of characters to situations, when appropriate.
- provide a conclusion that follows from the narrated experiences or events.
- practice revising and editing skills.

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DEPARTMENT: English

COURSE: ELA Grade 4

- change word choice and sentence structure in writing to strengthen the piece.
- use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing.
- recognize spelling, grammar, and punctuation errors.
- employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- research information from print and digital sources.
- integrate information from personal experience.
- take notes and organize their information into categories.
- list the sources used.
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.
- participate in a variety of rich, structured conversations.
- engage in conversations about grade-appropriate topics and texts.
- engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn-talking, linking ideas to the speaker's idea, sharing the floor, etc).
- identify the key points and supporting details of a text presented orally.
- restate the key information from a written text read aloud or information presented in multiple formats.

Language

Students will

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COURSE: ELA, Grade 4

- identify rules for capitalization.
- apply capitalization rules consistently.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- decipher the meaning of words and phrases by using sentence context.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- identify similes and metaphors in text.
- explain the meaning of simple similes and metaphors.
- use 4th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use knowledge of synonyms and antonyms to broaden vocabulary.
- determine synonyms and antonyms of words to show meaning.

Learning Activities

Reading Literature/Informational Text

- Cite relevant evidence from text
- Define characteristics of Genre:
 - Folktale
 - Drama
 - Narrative Nonfiction
 - Expository Text
 - Lyric Poetry and Haiku
- Determine theme
- Determine main idea and key details
- Determine point of view
- Ask and answer questions
- Summarize text
- Interpret information presented visually
- Gather relevant information from digital sources
- Navigate Links
- Connect to the Essential Question-Close Reading Companion
 - Text to Fine Art

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COURSE: ELA, Grade 4

- Text to Media
- Text to Poetry

Foundational Skills

- Phonics / Word Study - Students will use and identify:
 - Prefixes
 - Inflectional Endings
 - Diagraphs
 - Possessives
 - Three-Letter Blends
 - Words Ending in -er and -est
 - r-Controlled Vowels /ar/ and /or/
 - Suffixes -ful and -less
 - Suffixes
 - Contractions
- Fluency
 - Rate
 - Expression and Phrasing
 - Accuracy
 - Intonation

Writing

- Write to Sources
 - Draw evidence from literature and informational text
 - Write narrative text-strong openings, informal voice
 - Write informative text: supporting details, logical order
 - Write opinion text: precise language
 - Conduct research
 - Select reliable sources
- Writing Process (Explanatory or How-To)
 - Prewrite a Explanatory Essay
 - Draft and Revise an Explanatory Essay
 - Proofread/Edit and Publish an Explanatory Essay
 - Prewrite a How-To Text
 - Draft and Revise a How-To Text
 - Edit/Proofread and Publish a How-To Text
- Inquiry Space-Informative Performance Task-Investigate Sharks
 - Research Plan
 - Evaluate Sources
 - Take Notes on Sources
 - Outline and Draft
 - Collaborative Conversation, Revise, Edit
 - Publish and Present

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COURSE: ELA Grade 4

Speaking and Listening

- Build background knowledge on weekly concept
- Introduce and discuss the Essential Question
- Generate words and phrases related to the Essential Questions using a Concept Web
- Engage in collaborative conversations about the weekly concept
- Paraphrase portions of print or digital text related to the weekly concept
- Present information on the weekly concept

Language

- Conventions
 - Explain the function of nouns in general and their functions in particular sentences
 - Form and use regular and irregular plural nouns
 - Form and use possessive nouns
 - Combine sentences using subject nouns and predicate nouns
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Use root words as clues to the meaning of a word
 - Demonstrate understanding of antonyms
 - Use context clues to understand the meaning of a word
 - Use prefixes as clues to the meaning of a word
 - Demonstrate understanding of similes and metaphors

Assessments

Formative:

- Teacher observation (anecdotal notes and *Wonders* Interactive Rubrics)
- Exit Tickets
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests
- Unit Tests

Benchmark:

- Oral Reading Fluency Assessment

Alternative:

- Research and Inquiry Projects

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COURSE: ELA Grade 4

Career Education

- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about the essential question.
- CRP5. Students will consider the environmental, social and economic impacts of decisions when reading and responding to texts about how all living things are connected.

21st Century Skills

Interdisciplinary Connections

Science and Social Studies

Week 3

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How are all living things connected?
- **Read & Respond to a Variety of Texts**
 - "Return of the Wolves"
 - "Rescuing our Reefs"
 - *The Buffalo Are Back*
 - "Energy in the Ecosystem"
- 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- 6.1.4.B.5- Describe how human interaction impacts the environment in New Jersey and the United States.

Science

Week 4

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What helps an animal survive?
- **Read & Respond to a Variety of Texts**
 - "Adaptations at Work"
 - "Animal Adaptations"
 - *Spiders*

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- o “Anansi and the Birds”
- 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Visual and Performing Arts

- **Reader’s Theater**
 - o “Nightingale”
- 1.1.5.C.1- Evaluate the characteristics of a well-made play in a variety of scripts and performances.

Technology Integration

- 8.1.5.A.1- Students will select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems when researching animal adaptations.
- 8.1.5.A.3- Students will use a graphic organizer to organize information about problem or issue when reading and responding to *Rescuing our Reefs*.

Time Frame	6 weeks
Topic	
Unit 3 Big Idea: That’s the Spirit!	
Essential Questions	
How can you show your community spirit?	
Week 1 Weekly Concept: Friendship	
<ul style="list-style-type: none">• How can you make new friends feel welcome?	
Week 2 Weekly Concept: Helping the Community	
<ul style="list-style-type: none">• In what ways can you help your community?	
Week 3 Weekly Concept: Liberty and Justice	
<ul style="list-style-type: none">• How can one person make a difference?	
Week 4 Weekly Concept: Powerful Words	
<ul style="list-style-type: none">• How can words lead to change?	
Week 5 Weekly Concept: Feeding the World	
<ul style="list-style-type: none">• In what ways can advances in science be helpful or harmful?	
Week 6 Review/Assess/Extend	
<ul style="list-style-type: none">• How can you show your community spirit?	

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DEPARTMENT: English

COURSE: ELA Grade 4

Enduring Understandings

- People can be good friends by being trustworthy.
- Volunteering is an important way to give back to the community.
- Superheros are famous for protecting people, but everyday heros are the ones who make a real difference.
- By giving an address, or formal speech, people are able to spread ideas to many people.
- New discoveries have enables scientists to change the characteristics of some plants and animals.

Alignment to Standards

English Language Arts

Reading:

- 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.4.3. 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).
- 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.
- RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories of the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
- 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.
- 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.4.3. 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.
- 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.
- RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- 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

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DEPARTMENT: English

COURSE: ELA, Grade 4

context and out of context.

- 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.

Writing:

- 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.
 - B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to 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.
 - 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.
- W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 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

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COURSE: ELA Grade 4

uses reasons and evidence to support particular points in a text”).

- o 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.

Speaking and Listening:

- 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.
 - o A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - o B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - o 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.
 - o 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.
- 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.

Language:

- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - o B. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
 - o C. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - o A. Use correct capitalization.
 - o D. Spell grade-appropriate words correctly, consulting references as needed.
- 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.
 - o A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - o B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
 - o 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 keywords and phrases.
- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word

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DEPARTMENT: English

COURSE: ELA Grade 4

meanings.

- o 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).

Key Concepts and Skills

Reading Literature Text/Informational Text

Students will

- read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- refer to the text when drawing conclusions as well as when answering directly stated questions.
- read text closely, looking for key details regarding character, setting, or plot.
- analyze story elements for literal and inferential meaning.
- refer to the text to describe various story elements.
- identify the narrator's point of view
- find the similarities and differences in the narration between a story written in first person and a story written in third person point of view.
- identify similarities and differences in themes, topics, and patterns of events.
- analyze how the theme is presented in the text.
- analyze the influence of culture on similar themes.
- read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.
- read text closely to identify key details.
- explain how or why historical events, scientific ideas or "how to" procedures happened.
- use the text to support their answers.
- analyze information presented in various formats to identify the key details.
- understand what is heard, viewed, or presented through various media formats to help make meaning of the text.
- explain how the information presented in various formats aids to the overall meaning.
- identify reasons and evidence an author uses to support a claim.

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COURSE: ELA, Grade 4

- describe how an author uses proof to support a point in the text.
- read two texts closely on the same subject to identify key details.
- synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Reading Foundational Skills

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- read grade-level poetry and prose aloud accurately.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Writing

Students will

- distinguish fact from opinions.
- organize text by using a specific organizational structure (i.e.: cause/effect, chronological order, etc)
- group supporting details to support the writer's purpose.
- introduce a topic or text clearly.
- state an opinion to be supported with evidence.
- write a thesis statement to focus the writing.
- logically order reasons that are supported by facts.
- support the opinion with facts and details from texts or other sources.
- use transitional words and phrases to connect opinions to reasons.
- write a conclusion related to the opinion presented.
- purposefully select information to develop the topic.
- provide a conclusion related to the information or explanation presented.
- use dialogue and description to develop experiences and events.
- show the responses of characters to situations, when appropriate.
- use a variety of transitional words and phrases to manage the sequence of events.
- use concrete words and phrases to relay story details.
- use sensory details to convey experiences and events precisely.
- provide a conclusion that follows from the narrated experiences or events.
- produce writing that is clear and understandable to the reader.
- unpack writing tasks (type of writing assignment).
- unpack writing purpose (the writer's designated reason for writing).
- focus the organization and development of a topic to reflect the task and purpose.
- practice revising and editing skills.
- change word choice and sentence structure in writing to strengthen the piece.
- use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing.

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COURSE: ELA Grade 4

- recognize spelling, grammar, and punctuation errors.
- employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- research information from print and digital sources.
- integrate information from personal experience.
- take notes and organize their information into categories.
- list the sources used.
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.
- participate in a variety of rich, structured conversations.
- engage in conversations about grade-appropriate topics and texts.
- engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn-talking, linking ideas to the speaker's idea, sharing the floor, etc).
- identify the key points and supporting details of a text presented orally.
- restate the key information from a written text read aloud or information presented in multiple formats.
- report on a topic or text, telling a story, or recounting an event in an organized, logical manner.
- present information orally and in coherent, spoken sentences.
- use an appropriate pace when presenting.
- present and logically support personal opinions.

Language

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COURSE: ELA Grade 4

Students will

- identify progressive verb tenses in sentences.
- select the appropriate verb tense to use when writing or speaking.
- identify and define modal auxiliaries.
- use the appropriate modal auxiliary to convey various conditions.
- identify rules for capitalization.
- apply capitalization rules consistently.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- decipher the meaning of words and phrases by using sentence context.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- use 4th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use knowledge of synonyms and antonyms to broaden vocabulary.
- determine synonyms and antonyms of words to show meaning.

Learning Activities

Reading Literature/Informational Text

- Cite relevant evidence from text
- Determine text structure
 - Point of View
 - Author's Point of View
- Visualize
- Reread
- Define characteristics of Genre:
 - Fantasy
 - Realistic Fiction
 - Biography
 - Persuasive Article
- Determine key ideas and details
- Identify character, setting, plot: sequence
- Interpret information presented visually

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COURSE: ELA, Grade 4

- Gather relevant information from digital sources
- Navigate Links
- Connect to the Essential Question-Close Reading Companion
 - Text to Media
 - Text to Poetry
 - Text to Music

Foundational Skills

- Phonics / Word Study - Students will use and identify:
 - Closed Syllables
 - r-Controlled Vowels er, ir, and ur
 - Words with silent letters
 - Open Syllables
 - Soft c and g
 - Final e Syllables
 - Plurals
 - Suffixes -ment, -ness, -age, -ance, -ence
 - Compound words
 - Roots and Related Words
- Fluency
 - Phrasing
 - Rate
 - Expression
 - Accuracy

Writing

- Write to Sources (Book Review or Opinion Essay)
 - Draw evidence from literature and informational text
 - Write opinion text: relevant evidence, audience and purpose
 - Write narrative text: transitions, strong words
 - Write informative text: strong conclusions
 - Conduct research
 - Select reliable sources
- Writing Process (Book Review or Opinion Essay)
 - Prewrite a Book Review
 - Draft and Revise a Book Review
 - Proofread/Edit and Publish a Book Review
 - Prewrite an Opinion Essay
 - Draft and Revise an Opinion Essay
 - Edit/proofread and publish an opinion.
- Inquiry Space-Opinion Performance Task-Take a Stand: Protect the Environment
 - Research Plan
 - Evaluate Sources

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COURSE: ELA Grade 4

- Take Notes on Sources
- Outline and Draft
- Collaborative Conversation, Revise, Edit
- Publish and Present

Speaking and Listening

- Build background knowledge on weekly concept
- Introduce and discuss the Essential Question
- Generate words and phrases related to the Essential Questions using a Concept Web
- Engage in collaborative conversations about the weekly concept
- Paraphrase portions of print or digital text related to the weekly concept
- Present information on the weekly concept

Language

- Conventions
 - Form and use action verbs
 - Form and use the progressive verb tenses
 - Distinguish main and helping verbs and identify the tenses of helping verbs
 - Form and use linking verbs
 - Form and use irregular verbs
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Demonstrate understanding of synonyms and antonyms
 - Use context clues to understand the meaning of a word
 - Use Latin and Greek suffixes as clues to the meaning of a word
 - Use Greek roots as clues to the meaning of a word

Assessments

Formative:

- Teacher observation (anecdotal notes and *Wonders* Interactive Rubrics)
- Exit Tickets (Writing in Response to Reading)
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests
- Unit Tests

Benchmark:

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DEPARTMENT: English

COURSE: ELA Grade 4

- Oral Reading Fluency Assessment
- Narrative Writing Task (Pre-assessment)

Alternative:

- Research and Inquiry Projects

Career Education

- CRP1. Act as a responsible and contributing citizen and employee when reading and responding to texts about how one person can make a difference.
- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about the essential question.
- CRP5. Students will consider the environmental, social and economic impacts of decisions when reading and responding to texts about how advances in science can be both helpful and harmful.

- 9.2.4.A.2-Students will identify various life roles and civic and work-related activities in the school, home, and community when reading and responding to texts about how one person can make a difference.

Interdisciplinary Connections

Social Studies

Week 1

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How can you make new friends feel welcome?
- **Read & Respond to a Variety of Texts**
 - "Samson's Advice"
 - "At the Library"
 - *The Cricket in Times Square*
 - "The Girl and the Chenoo"
- 6.1.4.D.20- Describe why it is important to understand the perspectives of other cultures in an interconnected world.
- 6.3.4.D.1- Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

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COURSE: ELA, Grade 4

Science and Social Studies

Week 3

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How can one person make a difference?
- **Read & Respond to a Variety of Texts**
 - “Nelson Mandela: Working for Freedom”
 - “Judy’s Appalachia”
 - *W.W. Law and the Fight for Civil Rights*
 - “Keeping Freedom in the Family”
- 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- 6.1.4.A.10-Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

Week 4

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How can words lead to change?
- **Read & Respond to a Variety of Texts**
 - “Bringing Words to the Deaf”
 - “Words for Change”
 - *Abe’s Honest Words: The Life of Abraham Lincoln*
 - “A New Birth of Freedom”
- 6.1.4.A.9-Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

Week 5

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: In what ways can advances in science be helpful or harmful?
- **Read & Respond to a Variety of Texts**
 - “All About Organic”
 - “Food Fight”
 - *A New Kind of Corn*
 - “The Pick of the Patch”
- 6.1.4.B.9- Relate advances in science and technology to environmental concerns, and to actions taken to address them.

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COURSE: ELA Grade 4

- 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Visual and Performing Arts

- **Reader's Theater**
 - "Nat Love, Western Hero"
- 1.1.5.C.3-Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.

Visual and Performing Arts

- **Reader's Theater**
 - "Nat Love, Western Hero"
- 1.1.5.C.4-Explain the function of sensory recall and apply it to character development.

Technology Integration

- 8.1.2.B.1-Students will illustrate and communicate original ideas and stories using multiple digital tools and resources (Flipgrid, Google Slides, Google Docs) when writing a book review or opinion essay.

Time Frame	6 weeks
Topic	
Unit 4 Big Idea: Fact or Fiction?	
Essential Questions	
How do different writers treat the same topic?	
Week 1 Weekly Concept: Our Government	
<ul style="list-style-type: none">● Why do we need government?	
Week 2 Weekly Concept: Leadership	
<ul style="list-style-type: none">● Why do people run for public office?	
Week 3 Weekly Concept: Breakthroughs	
<ul style="list-style-type: none">● How do inventions and technology affect your life?	
Week 4 Weekly Concept: Wonders in the Sky	
<ul style="list-style-type: none">● How do you explain what you see in the sky?	
Week 5 Weekly Concept: Achievements	
<ul style="list-style-type: none">● How do writers look at success in different ways?	

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COURSE: ELA Grade 4

Week 6 Review/Assess/Extend

- How do different writers treat the same topic?

Enduring Understandings

- Our government is a democracy, which means that it is run by the citizens of our country.
- It is important for people to run for public office and to vote.
- Technology is the use of science for practical purposes.
- For centuries, people have come up with stories to explain what they see in the night sky.
- Success can take many forms.

Alignment to Standards

English Language Arts

Reading:

- 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).
- 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.
- RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- 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.
- 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.
- 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.4.3. 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.
- 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.

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DEPARTMENT: English

COURSE: ELA, Grade 4

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

Writing:

- 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.
 - C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- 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.
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 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.

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COURSE: ELA, Grade 4

- o D. Provide a conclusion that follows from the narrated experiences or events.
- 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.
- 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.
 - o 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].”).
 - o 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”).
- 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.

Speaking and Listening:

- 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.
 - o A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - o B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - o 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.
 - o 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.

Language:

- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - o A. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
 - o 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,

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DEPARTMENT: English

COURSE: ELA Grade 4

and spelling when writing.

- o B. Use commas and quotation marks to mark direct speech and quotations from a text.
 - o D. Spell grade-appropriate words correctly, consulting references as needed.
- 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.
 - o A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - o B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - o 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 keywords and phrases.
- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - o A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
 - o B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - o 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).

Key Concepts and Skills

Reading Literature Text/Informational Text

Students will

- read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- refer to the text when drawing conclusions as well as when answering directly stated questions.
- identify the key details of a text that support the main idea.
- analyze the actions and thoughts of characters and speakers in texts, looking for patterns.
- determine the theme or main idea of the text.
- summarize the key points of the text.
- explain how the author supports main ideas in informational text with key details.
- determine the meaning of words and phrases in a text.

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COURSE: ELA Grade 4

- identify words that allude to mythological characters (ie: Herculean).
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).
- identify metaphors and similes.
- read text closely, looking for key details regarding character, setting, or plot.
- analyze story elements for literal and inferential meaning.
- refer to the text to describe various story elements.
- identify the narrator's point of view
- find the similarities and differences in the narration between a story written in first person and a story written in third person point of view.
- explain the differences between poems, drama, and prose.
- explain how structural elements are used to create an oral or written response to a text.
- link the reading of the text to listening or viewing the same story.
- compare what was read to what was visualized and heard.
- cite textual evidence to support comparisons.
- identify similarities and differences in themes, topics, and patterns of events.
- analyze how the theme is presented in the text.
- analyze the influence of culture on similar themes.
- read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.
- read text closely to identify key details.
- explain how or why historical events, scientific ideas or "how to" procedures happened.
- use the text to support their answers.
- analyze information presented in various formats to identify the key details.
- understand what is heard, viewed, or presented through various media formats to help make meaning of the text.
- explain how the information presented in various formats aids to the overall meaning.
- identify reasons and evidence an author uses to support a claim.
- describe how an author uses proof to support a point in the text.
- read two texts closely on the same subject to identify key details.
- synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc).

Reading Foundational Skills

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.

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DEPARTMENT: English

COURSE: ELA, Grade 4

- use various strategies to understand text and read with purpose.
- read grade-level poetry and prose aloud accurately.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Writing

Students will

- distinguish fact from opinions.
- organize text by using a specific organizational structure (i.e.: cause/effect, chronological order, etc)
- group supporting details to support the writer's purpose.
- introduce a topic or text clearly.
- state an opinion to be supported with evidence.
- write a thesis statement to focus the writing.
- logically order reasons that are supported by facts.
- support the opinion with facts and details from texts or other sources.
- use transitional words and phrases to connect opinions to reasons.
- group related information in paragraphs and sections.
- use text features such as headings, illustrations, and multimedia to support the information when appropriate.
- purposefully select information to develop the topic.
- select specific language and vocabulary to convey ideas and information.
- compose a story hook to engage the reader.
- establish a story's background or situation.
- introduce a narrator and/or characters.
- purposefully arrange events to make the story flow.
- use dialogue and description to develop experiences and events.
- show the responses of characters to situations, when appropriate.
- provide a conclusion that follows from the narrated experiences or events.
- practice revising and editing skills.
- change word choice and sentence structure in writing to strengthen the piece.
- use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing.
- recognize spelling, grammar, and punctuation errors.
- employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).
- use digital tools.
- use technology for producing and publishing writing, and collaborating with others.
- demonstrate proficiency in keyboarding skills.
- type at least one page in a single setting.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.

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COURSE: ELA Grade 4

- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- research information from print and digital sources.
- integrate information from personal experience.
- take notes and organize their information into categories.
- list the sources used.
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.
- participate in a variety of rich, structured conversations.
- engage in conversations about grade-appropriate topics and texts.
- engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn-talking, linking ideas to the speaker's idea, sharing the floor, etc).
- identify the key points and supporting details of a text presented orally.
- restate the key information from a written text read aloud or information presented in multiple formats.

Language

Students will

- identify and define relative pronouns.
- use appropriate relative pronouns and relative adverbs when writing or speaking.
- identify the format for marking direct speech and quotations.
- apply the rules for marking direct speech and quotations when writing.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- decipher the meaning of words and phrases by using sentence context.

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COURSE: ELA, Grade 4

- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- use 4th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use knowledge of synonyms and antonyms to broaden vocabulary.
- identify similes and metaphors in text.
- explain the meaning of simple similes and metaphors.
- identify idioms, adages, and proverbs in text.
- explain the meaning of common idioms, adages, and proverbs.
- determine synonyms and antonyms of words to show meaning.

Learning Activities

Reading Literature/Informational Text

- Cite relevant evidence from text
- Determine text structure
 - cause and effect
- Determine Point of View
- Define characteristics of Genre:
 - Fantasy
 - Realistic Fiction
 - Biography
 - Persuasive Article
- Determine key ideas and details
- Summarize text
- Ask and Answer Questions
- Make Predictions
- Interpret information presented visually
- Gather relevant information from digital sources
- Navigate Links
- Connect to the Essential Question-Close Reading Companion
 - Text to Music
 - Text to Fine Art
 - Text to Photography

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COURSE: ELA Grade 4

- Text to Poetry

Foundational Skills

- Phonics / Word Study - Students will use and identify:
 - Inflectional Endings
 - Vowel Team Syllables
 - r-Controlled Vowel Syllables
 - Diphthongs /oi/ and /ou/
 - Variant Vowel /o/
 - Frequently confused words
- Fluency
 - Phrasing
 - Rate
 - Expression
 - Accuracy

Writing

- Write to Sources
 - Draw evidence from literature and informational text
 - Write opinion text: strong paragraphs
 - Write narrative text: develop characters, develop plot, sensory language
 - Write informative text: figurative language
 - Conduct extended research
 - Select reliable sources
- Writing Process (Fictional Narrative or Poem)
 - Prewrite a Fictional Narrative
 - Draft and Revise a Fictional Narrative
 - Proofread/Edit and Publish a Fictional Narrative
 - Prewrite a Poem
 - Draft and Revise a Poem
 - Proofread/Edit and Publish a Poem
- Inquiry Space-Narrative Performance Task-Write About: Bullying
 - Research Plan
 - Evaluate Sources
 - Take Notes on Sources
 - Outline and Draft
 - Collaborative Conversation, Revise, Edit
 - Publish and Present

Speaking and Listening

- Introduce and discuss the Essential Question
- Generate words and phrases related to the Essential Questions using a Concept Web
- Engage in collaborative conversations about the weekly concept
- Paraphrase portions of print or digital text related to the weekly concept

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COURSE: ELA Grade 4

- Present information on the weekly concept

Language

- Conventions
 - Identify pronouns and understand pronoun-antecedent agreement
 - Identify and use subject, object, and reflexive pronouns
 - Correctly use and spell frequently confused words (e.g., to, too, two; there, their)
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Use Latin roots as clues to the meaning of a word
 - Demonstrate understanding of idioms
 - Use context clues to understand the meaning of a word
 - Understand the difference between the connotation and denotation of a word

Assessments

Formative:

- Teacher observation (anecdotal notes and *Wonders* Interactive Rubrics)
- Exit Tickets
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests
- Unit Tests

Benchmark:

- Oral Reading Fluency Assessment

Alternative:

- Research and Inquiry Projects

Career Education

- CRP1. Act as a responsible and contributing citizen and employee when reading and responding to texts about why we need government.
- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about the essential question.

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DEPARTMENT: English

COURSE: ELA, Grade 4

- CRP5. Students will consider the environmental, social and economic impacts of decisions when reading and responding to texts running for public office.
- CRP11. Students will use technology to enhance productivity when reading and responding to texts about how technology and inventions affect your life.

- 9.2.4.A.2-Students will identify various life roles and civic and work-related activities in the school, home, and community when reading and responding to texts about why we need government and running for public office.

Interdisciplinary Connections

Social Studies

Week 1

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: Why do we need government?
- **Read & Respond to a Variety of Texts**
 - "Speaking Out Against Child Labor"
 - "A World Without Rules"
 - *See How They Run*
 - "The Birth of American Democracy"
- 6.1.4.A.1- Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- 6.1.4.A.7-Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.

Week 2

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: Why do people run for public office?
- **Read & Respond to a Variety of Texts**
 - "Elephant Versus Monkey"
 - "The TimeSpecs 3000"
 - *LaRue for Mayor*
 - "Bringing Government Home"

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DEPARTMENT: English

COURSE: ELA Grade 4

- 6.1.4.A.7-Explain how the United States functions as a representative democracy, and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- 6.1.4.A.8-Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.

Week 3

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do inventions and technology affect your life?
- **Read & Respond to a Variety of Texts**
 - "Good-bye Icebox!"
 - "A Telephone Mix-Up"
 - *The Moon Over Star*
 - "3...2...1 We Have Spin-off!"
- 6.1.4.C.17-Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.

Visual and Performing Arts

- **Reader's Theater**
 - "All the Money in the World"
- 1.1.5.C.4-Explain the function of sensory recall and apply it to character development.

- 8.2.5.A.4-Students will compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences when reading and responding to texts about how inventions and technology affect your life.

Time Frame	6 weeks
Topic	
Unit 5 Big Idea: Figure it Out	
Essential Questions	
What helps you understand the world around you?	
Week 1 Weekly Concept: Making it Happen	
<ul style="list-style-type: none">● In what ways do people show they care about each other?	

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COURSE: ELA Grade 4

Week 2 Weekly Concept: On the Move

- What are some reasons people moved west?

Week 3 Weekly Concept: Inventions

- How can inventions solve problems?

Week 4 Weekly Concept: Zoom In

- What can you discover when you look closely at something?

Week 5 Weekly Concept: Digging Up the Past

- How can learning understand the future?

Week 6 Review/Assess/Extend

- What helps you understand the world around you?

Enduring Understandings

- People show that they care about each other in different ways.
- Certain conditions prompted settlers to move to the American West and determined what they hoped to do once they got there.
- Inventors perform experiments, or tests, to create and improve inventions.
- Taking a closer look at things can help us to make new discoveries.
- We can study the past in order to learn how it has shaped the world we live in today.

Alignment to Standards

English Language Arts

Reading:

- 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).
- 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.
- 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.
- 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.
- RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text

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COURSE: ELA Grade 4

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.4.7. 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.4.9. 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.
- RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- 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.
- 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.

Writing:

- 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.
- 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.
 - C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
 - 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
 - D. Provide a conclusion that follows from the narrated experiences or events.
- W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed

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COURSE: ELA Grade 4

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.
- 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”).
- 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.

Speaking and Listening:

- 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.
- 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)

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COURSE: ELA Grade 4

and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Language:

- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - D. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
 - 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.
 - 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.
- 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 keywords 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).

Key Concepts and Skills

Reading Literature Text/Informational Text

Students will

- read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when

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COURSE: ELA Grade 4

relevant.

- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- refer to the text when drawing conclusions as well as when answering directly stated questions.
- identify the key details of a text that support the main idea.
- analyze the actions and thoughts of characters and speakers in texts, looking for patterns.
- determine the theme or main idea of the text.
- summarize the key points of the text.
- explain how the author supports main ideas in informational text with key details.
- determine the meaning of words and phrases in a text.
- identify words that allude to mythological characters (ie: Herculean).
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).
- identify metaphors and similes.
- read text closely, looking for key details regarding character, setting, or plot.
- analyze story elements for literal and inferential meaning.
- refer to the text to describe various story elements.
- identify similarities and differences in themes, topics, and patterns of events.
- analyze how the theme is presented in the text.
- analyze the influence of culture on similar themes.
- read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.
- read text closely to identify key details.
- explain how or why historical events, scientific ideas or “how to” procedures happened.
- use the text to support their answers.
- analyze information presented in various formats to identify the key details.
- understand what is heard, viewed, or presented through various media formats to help make meaning of the text.
- explain how the information presented in various formats aids to the overall meaning.
- read two texts closely on the same subject to identify key details.
- synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc).

Reading Foundational Skills

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.

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COURSE: ELA Grade 4

- use various strategies to understand text and read with purpose.
- read grade-level poetry and prose aloud accurately.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Writing

Students will

- distinguish fact from opinions.
- organize text by using a specific organizational structure (i.e.: cause/effect, chronological order, etc)
- group supporting details to support the writer's purpose.
- introduce a topic or text clearly.
- state an opinion to be supported with evidence.
- write a thesis statement to focus the writing.
- logically order reasons that are supported by facts.
- support the opinion with facts and details from texts or other sources.
- group related information in paragraphs and sections.
- use text features such as headings, illustrations, and multimedia to support the information when appropriate.
- use transitional words and phrases.
- provide a conclusion related to the information or explanation.
- compose a story hook to engage the reader.
- establish a story's background or situation.
- introduce a narrator and/or characters.
- purposefully arrange events to make the story flow.
- provide a conclusion that follows from the narrated experiences or events.
- practice revising and editing skills.
- change word choice and sentence structure in writing to strengthen the piece.
- use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing.
- recognize spelling, grammar, and punctuation errors.
- employ strategies for correcting errors with assistance (conferences, check sheets, peer editing).
- use digital tools.
- use technology for producing and publishing writing, and collaborating with others.
- demonstrate proficiency in keyboarding skills.
- type at least one page in a single setting.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- research information from print and digital sources.

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COURSE: ELA Grade 4

- integrate information from personal experience.
- take notes and organize their information into categories.
- list the sources used.
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.
- participate in a variety of rich, structured conversations.
- engage in conversations about grade-appropriate topics and texts.
- engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn-talking, linking ideas to the speaker's idea, sharing the floor, etc).
- speak for a variety of purposes.
- distinguish between formal and informal discourse.
- adapt speech to a variety of contexts and tasks.
- identify the key points and supporting details of a text presented orally.
- restate the key information from a written text read aloud or information presented in multiple formats.
- report on a topic or text, telling a story, or recounting an event in an organized, logical manner.
- present information orally and in coherent, spoken sentences.
- use an appropriate pace when presenting.
- present and logically support personal opinions.
- integrate audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes.

Language

Students will

- identify adjectives in sentences to determine their purpose.
- place adjectives in conventional order when writing or speaking.

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COURSE: ELA, Grade 4

- identify coordinating conjunctions in sentences.
- use a comma before a coordinating conjunction in a compound sentence.
- identify the format for marking direct speech and quotations.
- apply the rules for marking direct speech and quotations when writing.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- decipher the meaning of words and phrases by using sentence context.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- use 4th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use knowledge of synonyms and antonyms to broaden vocabulary.
- identify similes and metaphors in text.
- explain the meaning of simple similes and metaphors.
- identify idioms, adages, and proverbs in text.
- explain the meaning of common idioms, adages, and proverbs.
- determine synonyms and antonyms of words to show meaning.
- identify words that are frequently confused when reading.
- use frequently confused words correctly in writing.

Learning Activities

Reading Literature/Informational Text

- Cite relevant evidence from text
- Determine text structure
 - problem and solution
 - sequence
- Determine character, setting, plot: problem and solution
- Define characteristics of Genre:
 - Realistic Fiction
 - Tall Tale
 - Biography
 - Expository Text

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COURSE: ELA, Grade 4

- Informational Article
- Visualize
- Summarize text
- Interpret information presented visually
- Gather relevant information from digital sources
- Navigate Links
- Connect to the Essential Question-Close Reading Companion
 - Text to Poetry
 - Text to Fine Art
 - Text to Music
 - Text to Photography

Foundational Skills

- Phonics / Word Study - Students will use and identify:
 - Open and Closed syllables
 - Latin Prefixes and Suffixes
 - Irregular Plurals
 - Vowel Teams
 - Greek and Latin Roots
 - Frequently misspelled words
 - r-Controlled Vowel Syllables
 - Consonant + /e Syllables
- Fluency - Read orally with
 - Prosody
 - Intonation
 - Phrasing
 - Rate
 - Expression
 - Accuracy

Writing

- Write to Sources
 - Draw evidence from literature and informational text
 - Write opinion text-formal voice
 - Write narrative text-strong openings, vary sentence types,
 - Write informative text-transitions, strong conclusions
 - Conduct research
 - Select reliable sources
- Writing Process (Expository Letter or Research Report)
 - Prewrite an Expository Letter
 - Draft and Revise an Expository Letter
 - Proofread/Edit and Publish an Expository Letter

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COURSE: ELA Grade 4

- Prewrite a Research Report
 - Draft and Revise a Research Report
 - Proofread/Edit and Publish a Research Report
- Research and Inquiry Projects
 - Research an Aid Organization
 - Map the Oregon Trail
 - Research an Inventor
 - Research The Hubble Space Telescope
 - Research the Job of an Archaeologist

Speaking and Listening

- Introduce and discuss the Essential Question
- Generate words and phrases related to the Essential Questions using a Concept Web
- Engage in collaborative conversations about the weekly concept
- Paraphrase portions of print or digital text related to the weekly concept
- Present information on the weekly concept

Language

- Conventions
 - Order adjectives within sentences according to conventional patterns.
 - Use articles and demonstrative adjectives correctly.
 - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - Use adjectives with more and most to compare
 - Use comparative adjectives correctly
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Demonstrate understanding of similes and metaphors
 - Demonstrate understanding of homographs
 - Demonstrate understanding of antonyms
 - Use Greek roots as clues to the meaning of a word
 - Demonstrate understanding of proverbs and adages

Assessments

Formative:

- Teacher observation (anecdotal notes and *Wonders* Interactive Rubrics)
- Exit Tickets
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

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COURSE: ELA Grade 4

Summative:

- Weekly Tests (Approaching and On-Level)
- Spelling Tests
- Unit Tests

Benchmark:

- Oral Reading Fluency Assessment

Alternative:

- Research and Inquiry Projects

Career Education

- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about the essential question.
- CRP8. Students will utilize critical thinking to make sense of problems and persevere in solving them when reading and responding to texts about how inventions can solve problems.

21st Century Skills

Interdisciplinary Connections

Social Studies

Week 2

- **Build Background & Engage in Collaborative Conversations**
 - o Essential Question: What are some reasons people moved west?
- **Read & Respond to a Variety of Texts**
 - o "Horse-Tamer Hattie Heads West"
 - o "My Big Brother, Johnny Kaw"
 - o "Apples to Oregon"
 - o "Westward Bound: Settling the American West"

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COURSE: ELA, Grade 4

- 6.1.4.D.3- Evaluate the impact of voluntary and involuntary immigration on America's growth as a nation, historically and today

Week 3

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How can inventions solve problems?
- **Read & Respond to a Variety of Texts**
 - "George Washington Carver: Scientist and Inventor"
 - "Stephanie Kwolek: Inventor"
 - *How Ben Franklin Stole the Lightning*
 - "Energy is Everywhere"
- 6.1.4.D.6- Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.
- 6.1.4.C.16- Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

Week 5

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How can learning about the past help you understand the present?
- **Read & Respond to a Variety of Texts**
 - "Pictures From Long Ago"
 - "Where It All Began"
 - *Rediscovering Our Spanish Beginnings*
 - "History's Mysteries"
- 6.1.4.D.1- Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

Visual and Performing Arts

- **Reader's Theater**
 - "The Camera in the Attic"
- 1.1.5.C.2- Interpret the relationship between the actor's physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus.

Technology Integration

- 8.1.5.A.1- Students will select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems when researching topics related to

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COURSE: ELA Grade 4

the essential question.

- 8.1.5.D.4-Students will understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media when accessing Google Classroom, participating in class discussions using the Internet, and when researching topics using a variety of sources.
- 8.1.5.A.3- Students will use a graphic organizer to organize information about problem or issue when researching inventions.
- 8.2.5.B.6-Students will compare and discuss how technologies have influenced history in the past century when reading and responding to texts about how learning about the past helps you understand the present.

Time Frame	6 weeks
Topic	
Unit 6 Big Idea: Past, Present, and Future	
Essential Questions	
How can you build on what came before?	
Week 1 Weekly Concept: Old and New <ul style="list-style-type: none">● How do traditions connect people?	
Week 2 Weekly Concept: Notes from the Past <ul style="list-style-type: none">● Why is it important to keep a record of the past?	
Week 3 Weekly Concept: Resources <ul style="list-style-type: none">● How have our energy resources changed over the years?	
Week 4 Weekly Concept: Money Matters <ul style="list-style-type: none">● What has been the role of money over time?	
Week 5 Weekly Concept: Finding My Place <ul style="list-style-type: none">● What shapes a person's identity?	
Week 6 Review/Assess/Extend <ul style="list-style-type: none">● How can you build on what came before?	
Enduring Understandings	
<ul style="list-style-type: none">● The past influences the future.● A tradition is something that a group of people passes from one generation to the next to keep its culture alive.	

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DEPARTMENT: English

COURSE: ELA Grade 4

- We can learn about the way people lived long ago by looking at records of the past.
- People consume energy and they create it.
- Some energy sources are renewable and some are non-renewable.
- Over time the role of money and the way people use it has changed.
- Individuality is a quality that makes someone different from others. It is part of a person's identity.

Alignment to Standards

English Language Arts

Reading:

- 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).
- 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.4.9. 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.
- 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.
- 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.
- 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.
- 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.4.9. 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.
- RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

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COURSE: ELA Grade 4

- 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.
- 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.

Writing:

- 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.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - 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.
- 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.
- 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").
- W.4.10. Write routinely over extended time frames (time for research, reflection,

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COURSE: ELA Grade 4

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.

Speaking and Listening:

- 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.
- 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.

Language:

- 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*).
 - E. Form and use prepositional phrases.
- 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.
- 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.
 - 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).
- 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.

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COURSE: ELA Grade 4

- o B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
 - o 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 keywords and phrases.
- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - o A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - o B. Recognize and explain the meaning of common idioms, adages, and proverbs.
- 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).

Key Concepts and Skills

Reading Literature Text/Informational Text

Students will

- read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read.
- make personal connections, make connections to other texts, and/or make global connections when relevant.
- use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text.
- refer to the text when drawing conclusions as well as when answering directly stated questions.
- identify the key details of a text that support the main idea.
- analyze the actions and thoughts of characters and speakers in texts, looking for patterns.
- determine the theme or main idea of the text.
- summarize the key points of the text.
- explain how the author supports main ideas in informational text with key details.
- determine the meaning of words and phrases in a text.
- identify words that allude to mythological characters (ie: Herculean).
- demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific).
- identify metaphors and similes.
- read text closely, looking for key details regarding character, setting, or plot.
- analyze story elements for literal and inferential meaning.
- refer to the text to describe various story elements.
- explain the differences between poems, drama, and prose.
- explain how structural elements are used to create an oral or written response to a text.

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COURSE: ELA Grade 4

- identify similarities and differences in themes, topics, and patterns of events.
- analyze how the theme is presented in the text.
- analyze the influence of culture on similar themes.
- read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year.
- develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts.
- read texts with scaffolding as needed.
- read text closely to identify key details.
- explain how or why historical events, scientific ideas or “how to” procedures happened.
- use the text to support their answers.
- analyze information presented in various formats to identify the key details.
- understand what is heard, viewed, or presented through various media formats to help make meaning of the text.
- explain how the information presented in various formats aids to the overall meaning.
- read two texts closely on the same subject to identify key details.
- synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject.

Reading Foundational Skills

Students will

- identify specific strategies for decoding words in texts.
- apply the specific strategies for decoding and spelling multisyllabic words.
- use various strategies to understand text and read with purpose.
- read grade-level poetry and prose aloud accurately.
- use an appropriate rate and expression when reading aloud.
- use various strategies to support word recognition and understanding.
- reread texts when appropriate to support increased accuracy, fluency, and comprehension.

Writing

Students will

- distinguish fact from opinions.
- organize text by using a specific organizational structure (i.e.: cause/effect, chronological order, etc)
- group supporting details to support the writer’s purpose.
- introduce a topic or text clearly.
- state an opinion to be supported with evidence.
- write a thesis statement to focus the writing.
- logically order reasons that are supported by facts.
- support the opinion with facts and details from texts or other sources.
- use transitional words and phrases to connect opinions to reasons.
- write a conclusion related to the opinion presented.
- select specific language and vocabulary to convey ideas and information.
- use a variety of transitional words and phrases to manage the sequence of events.

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COURSE: ELA, Grade 4

- use concrete words and phrases to relay story details.
- use sensory details to convey experiences and events precisely.
- provide a conclusion that follows from the narrated experiences or events.
- use digital tools.
- use technology for producing and publishing writing, and collaborating with others.
- demonstrate proficiency in keyboarding skills.
- type at least one page in a single setting.
- research a topic through investigation of the topic.
- explore a topic in greater detail by developing a research question that helps bring focus to the topic.
- gather information to support a topic.
- select relevant information from texts to support main ideas or claims.
- group like ideas to organize writing.
- research information from print and digital sources.
- integrate information from personal experience.
- take notes and organize their information into categories.
- list the sources used.
- use strategies for reading literary and informational text to investigate topics.
- refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events.
- explain how an author uses proof to support a point in informational text.
- prove each point with evidence from the text.
- combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- produce numerous pieces of writing over various time frames.
- develop skills in research.
- reflect on and revise writing.
- develop a topic related to the content area they are writing about to reflect task, audience, and purpose.

Speaking and Listening

Students will

- use previous knowledge to expand discussions about a topic.
- participate in a variety of rich, structured conversations.
- engage in conversations about grade-appropriate topics and texts.
- engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer.
- engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn-talking, linking ideas to the speaker's idea, sharing the floor, etc).
- identify the key points and supporting details of a text presented orally.
- restate the key information from a written text read aloud or information presented in multiple formats.
- report on a topic or text, telling a story, or recounting an event in an organized, logical manner.
- present information orally and in coherent, spoken sentences.

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- use an appropriate pace when presenting.
- present and logically support personal opinions.
- integrate audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes.

Language

Students will

- identify and define relative pronouns.
- use appropriate relative pronouns and relative adverbs when writing or speaking.
- recognize the purpose and function of prepositional phrases.
- identify prepositions and prepositional phrases when reading.
- use prepositional phrases in writing.
- identify rules for capitalization.
- identify coordinating conjunctions in sentences.
- use a comma before a coordinating conjunction in a compound sentence.
- spell grade-appropriate words correctly.
- use references as needed to aid in spelling.
- decipher the meaning of words and phrases by using sentence context.
- determine the meaning of commonly used prefixes and suffixes.
- separate a base word from the prefix or suffix.
- use the definition of known prefixes and suffixes to define new words.
- identify the purpose and use of glossaries and dictionaries.
- determine the structure of glossaries and dictionaries.
- use both print and digital glossaries and dictionaries to define and clarify words.
- select the most precise word to convey ideas.
- identify root words in unknown words.
- use known root words to aid in defining unknown words.
- use 4th grade vocabulary fluently when discussing academic or domain-specific topics.
- choose the most accurate word when describing actions, emotions, or states of being.
- choose the most accurate word when discussing a particular topic.
- use knowledge of synonyms and antonyms to broaden vocabulary.
- identify similes and metaphors in text.
- explain the meaning of simple similes and metaphors.
- identify idioms, adages, and proverbs in text.
- explain the meaning of common idioms, adages, and proverbs.

Learning Activities

Reading Literature/Informational Text

- Define characteristics of Genre:
 - Historical Fiction
 - Narrative Nonfiction

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COURSE: ELA Grade 4

- Expository Text
- Free Verse Poetry
- Cite relevant evidence from text
- Determine theme
- Reread
- Determine main idea and key details
- Ask and Answer Questions
- Interpret information presented visually
- Gather relevant information from digital sources
- Navigate Links
- Connect to the Essential Question-Close Reading Companion
 - Text to Photography
 - Text to Fine Art
 - Text to Poetry

Foundational Skills

- Phonics / Word Study
Students will use and identify:
 - Number Prefixes
 - Homophones
 - Latin Suffixes
 - Words from Mythology
 - Prefixes and Suffixes
 - Words from Around the World
- Fluency - Read orally with
 - Prosody
 - Intonation
 - Phrasing
 - Rate
 - Expression
 - Accuracy

Writing

- Write to Sources
 - Draw evidence from literature and informational text
 - Write opinion text-transition words
 - Write narrative text-strong words, sequence
 - Write informative text-content words, supporting details
 - Conduct research
 - Select reliable sources
- Writing Process (Book Review or Opinion Essay)
 - Prewrite a Book Review
 - Draft and Revise a Book Review

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COURSE: ELA Grade 4

- Proofread/Edit and Publish a Book Review
- Prewrite an Opinion Essay
- Draft and Revise an Opinion Essay
- Proofread/Edit and Publish an Opinion Essay
- Research and Inquiry Projects
 - Research a Traditional Festival
 - Make a Fictional Journal Entry
 - Research Energy Sources
 - Research World Currencies
 - Conduct Peer Reviews

Speaking and Listening

- Introduce and discuss the Essential Question
- Generate words and phrases related to the Essential Questions using a Concept Web
- Engage in collaborative conversations about the weekly concept
- Paraphrase portions of print or digital text related to the weekly concept
- Present information on the weekly concept

Language

- Conventions
 - Identify adverbs
 - Identify and use adverbs that compare correctly
 - Identify and use negatives correctly
 - Form and use prepositional phrases
 - Combine sentences with prepositional phrases
- Vocabulary Acquisition
 - Acquire and use academic vocabulary
 - Demonstrate understanding on connotation and denotation
 - Use Latin and Greek prefixes as clues to the meaning of a word
 - Demonstrate understanding of similes and metaphors
 - Demonstrate understanding of homophones

Assessments

Formative:

- Teacher observation (anecdotal notes)
- Exit Tickets (Writing in Response to Reading)
- Class/ group participation
- Quizzes
- Multimedia presentations
- Writing journals

Summative:

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COURSE: ELA, Grade 4

- Weekly Tests (Approaching and On-Level)
- Spelling Tests
- Unit Tests

Benchmark:

- Oral Reading Fluency Assessment
- Narrative Writing Task (Post-assessment)
- Grade 4 Comprehension Test

Alternative:

- Research and Inquiry Projects

Career Education

- CRP4. Students will communicate clearly and effectively and with reason when engaging in collaborative conversations about the essential question.
- CRP12. Students will work productively in teams while using cultural global competence when reading and responding to texts about how traditions connect people.

- 9.1.4.A.2-Students will identify potential sources of income when reading and responding to texts about the role of money over time.

Interdisciplinary Connections

Social Studies

Week 1

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How do traditions connect people?
- **Read & Respond to a Variety of Texts**
 - "A Surprise Reunion"
 - *The Game of Silence*
 - "Native Americans: Yesterday and Today"
- 6.1.4.D.1- Determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.

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COURSE: ELA, Grade 4

Week 2

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: Why is it important to keep a record of the past?
- **Read & Respond to a Variety of Texts**
 - “Waiting for Battle Orders”
 - “Freedom at Fort Mose”
 - *Valley of the Moon*
 - “One Nation, Many Cultures”
- 6.1.4.D.2-Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

Week 3

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: How have our energy resources changed over the years?
- **Read & Respond to a Variety of Texts**
 - “Light Through the Ages”
 - “The Great Energy Debate”
 - *Energy Island*
 - “Of Fire and Water”
- 6.1.4.C.17-Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.

Week 4

- **Build Background & Engage in Collaborative Conversations**
 - Essential Question: What has been the role of money over time?
- **Read & Respond to a Variety of Texts**
 - “All About Money”
 - “The History of Money”
 - *The Big Picture of Economics*
 - “The Miller’s Good Luck”
- 6.1.4.C.4- Describe how supply and demand influence price and output of products.

Visual and Performing Arts

- **Reader’s Theater**
 - “Little Talk; But I Wonder”
- 1.1.5.C.3-Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.

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COURSE: ELA, Grade 4

Technology Integration

- 8.1.5.A.1- Students will select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems when researching topics related to the essential question.
- 8.1.5.D.4-Students will understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media when accessing Google Classroom, participating in class discussions using the Internet, and when researching topics using a variety of sources.
- 8.1.5.A.3- Students will use a graphic organizer to organize information about problem or issue when researching how our energy sources have changed over the years.
- 8.2.5.B.6-Students will compare and discuss how technologies have influenced history in the past century when reading and responding to texts about why it is important to keep a record of the past.

Modifications (ELL, Special Education, At Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- 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 of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- 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

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson

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COURSE: ELA, Grade 4

- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

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
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

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