

Greenwich-Stow Creek Partnership Schools

Fourth Grade English Language Arts Curriculum



Approved by the Board of Education

Stow Creek Board of Education: 8-22-2024

Greenwich Board of Education: 8-21-2024

Greenwich Stow Creek Partnership Schools Grade 4 ELA

Language Domain

Foundational Skills: Reading Language

Phonics and Word Recognition

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.

Fluency

L.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 text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language

Spelling

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

- A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- B. Write affixed words that involve a sound or spelling change in the base word.
- C. Spell grade-appropriate words correctly, consulting references as needed.
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

- A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
- B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
- C. Use independent clauses and coordinating conjunctions.

- D. Form irregular verbs; form and use progressive tenses.
- E. Form and use possessive nouns and pronouns.
- F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
- G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
- H. Use apostrophes for possession.

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Choose words and phrases to convey ideas precisely.
- C. Choose punctuation for effect.
- D. 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.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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 key words and phrases.

L.VI.4.3. 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. Determine the meaning of words and phrases that allude to significant characters found in literature.
- C. Recognize and explain the meaning of common idioms, adages, and proverbs.
- D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Reading Domain

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.

RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

RL.TS.4.4. 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.

RI.TS.4.4. 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.

RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RI.PP.4.5. Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in in the point of view they represent.

RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures. 🌱

RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

Writing Domain

W.AW.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. IW.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), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in 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.

E. Provide a conclusion related to the information or explanation presented.

W.NW.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.

C. Use a variety of transitional words and phrases to manage the sequence of events.

D. Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.

E. Provide a conclusion that follows from the narrated experiences or events.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

A. Identify audience, purpose, and intended length of composition before writing.

B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

C. Consider writing as a process, including self-evaluation, revision and editing.

D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain

SL.PE.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.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

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

SL.PI.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.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.AS.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.

Greenwich Stow Creek Partnership Schools, Grade 4

Unit: 1

Marking Period 1 9 weeks

Unit Overview:

Modules 1-3
What Makes us who We Are?
Come to your Senses
Rise to the Occasion

Selections:

The Story of You (Informational)
Flora and Ulysses: The Illuminated Adventures (Fantasy)
Yes! We Are Latinos (Narrative Poetry)
The Year of the Rat (Realistic Fiction)
What Are the Five Senses? (Informational)
The Science Behind Sight (Informational)
Animal Senses (Informational Video)
Blind Ambition (Personal Narrative)
Never Give Up! (Argumentative)
Rent Party Jazz (Historical Fiction)
Hurricanes: A Force of Nature (Information)
Catch Me If You Can (Play)

Learning Targets

New Jersey Student Learning Standards for English Language Arts

Related Standards:

Language Domain:

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words
L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
L.KL.4.1 A -Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
L.VL.4.2 A,C - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.WF.4.2 A-B - Demonstrate command of the conventions of encoding and spelling.
L.VL.4.2 B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
L.WF.4.2 C - Spell grade-appropriate words correctly, consulting references as needed.
L.WF.4.3 A-H - Demonstrate command of the conventions of writing, including those listed under grade three foundational skills

L.KL.4.1 B-C – Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Reading Domain:

- RI.CI.4.2 - Summarize a literary text and interpret the author’s theme citing key details from the text.
- RI.IT.4.3 - Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence
- RI.TS.4.4 - 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.AA.4.7 - Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
- RI.MF.4.6 - Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

Writing Domain:

- W.NW.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
- W.WP.4.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.RW.4.7 Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audience
- W.SE.4.6 Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

Speaking and Listening Domain:

- SL.PE.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.
- SL.II.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats
- SL.ES.4.3 Identify the reasons and evidence a speaker provides to support particular points.
- SL.PI.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.UM.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.AS.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.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> ● How do readers understand the broad range of reading materials and genres? ● How do readers apply reading strategies to improve understanding and fluency? ● How do readers apply word structure analysis and vocabulary skills to comprehend selections? ● How do students become active and engaged readers? ● How do sentences help me read? 	<ul style="list-style-type: none"> ● Develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English. ● demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

<ul style="list-style-type: none"> ● How are words made up of sounds? ● How can sounds help me understand a word? ● Why is grammar important when speaking or writing? ● Why are conventions important when writing? ● How does using appropriate capitalization, punctuation, and spelling help my writing? ● What strategies can help me determine the meaning of unknown words? ● How do I recognize word patterns? ● How do readers approach different text types? ● Why is identifying the main topic from the text important? ● How do readers retell informational text? ● How does understanding text structure improve comprehension? ● How can you describe the overall structure of a text? ● How can making connections help understand informational text? ● How do images and words provide information? ● How does an author support what he says in the text? ● How can recognizing grade level words help me be a better reader? ● How can technology be used as a tool to write, publish, and/or collaborate? ● How can I gather information to answer a question? ● When is an appropriate time to ask or answer questions? ● How can I add to a conversation? ● How can asking and answering questions support understanding? ● Why is it important to describe people, places, things, and events with details? 	<ul style="list-style-type: none"> ● interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context ● interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context ● analyze how and why individuals, events, and ideas develop and interact over the course of a text ● assess how perspective or purpose shapes the content and style of a text. ● evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence ● write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. ● develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing. ● write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. ● analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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Resources and Activities

- Reading**
- Shared Reading
 - Knowledge Map
 - Read Alouds
 - Mini Lessons for Skill/Strategy Instruction
 - Annotations
 - Reader’s Notebook - response to reading
 - Small Groups/Conferring

- Exit Tickets
- Think-Pair-Share
- Collaborative Discussion
- Turn and Talk
- Close Reading
- Partner Reading
- Independent Reading

Vocabulary

- Vocabulary Cards
- Word Maps

Word Work

- Decoding/word marking practice/syllabication
- Encoding/word tapping
- Word Sorts
- Fluency Passages
- Word Lists
- Dictation

Writing

- Focal Text and Immersion
- Mini Lessons for Writing Instruction
- Independent Writing
- On-Demand Writing
- Response Writing
- Rubric analysis
- Small Groups/Conferring
- Writing partner/peer feedback

Grammar

- Mini Lessons
- Small Group Work

Materials:

- HMH Into Reading Program and materials
- Writing portfolios
- Epic.com teacher assigned books/learning videos
- Flocabulary.com
- Reading Plus Program
- Reading Horizons Program
- Classroom Libraries

District Learning Plan

Foundational: Module 1

Decoding:

- Short vowels a, e, i,
- Long vowels a, e, i

Spelling:

- Short/long vowels
- More Long a, Long e long I Spelling

Fluency:

- Accuracy and Self-Correction
- Expression
- Reading Rate

Vocabulary:

Academic:

- Critical Vocabulary

- Big Idea Words

Generative Vocabulary:

- Prefixes in-, im-, re-, mis- pre-, dis-
- Suffixes -y, ly
- Synonyms and antonyms

Strategies:

- Context Clues

Genre:

- Realistic Fiction, Fantasy, Informational, Folktale

Comprehension:

- Central Idea
- Ask and Answer Questions
- Author's purpose
- Retell
- Literary elements

Response to Text:

- Write a response

Performance Task:

- Write a Personal Narrative

Communication:

- Speaking and Listening: Engage in Discussion, Work Collaboratively
- Research: Generate a Plan

Writing Process:

Narrative:

- Plan and Generate Ideas
- Organize
- Draft
- Revise and Edit
- Publish and Present

Writing Form:

- Personal Narrative

Grammar:

Conventions:

- Simple Sentences
- Kinds of Sentences
- Compound Sentences

Foundational: Module 2

Decoding:

- Short and long o
- Syllable division patterns VCCV, VCV, VV
- Vowel sounds /u/ /yoo/, /oo/

Spelling:

- Words with short and long o
- Homophones
- Vowel sounds /u/ /yoo/, /oo/

Fluency:

- Accuracy and self correction
- Reading Rate
- Expression

Vocabulary:

Academic:

- Big Idea words
- Critical Vocabulary

Generative Vocabulary:

- Suffixes -ness, -ment
- Context clues

Strategies:

- Context clues
- Multiple Meaning words

Genre:

- informational, historical fiction, personal narrative

Comprehension:

- Retell/Summary
- Ask and Answer Questions
- Visualize

Response to Text:

- Write a response

Performance Task:

- Description

Communication:

- Research: Gather Information
- Speaking and Listening: Summarize and paraphrase
- Media Literacy: Create a Multimedia Presentation

Writing Process:

Description

- Plan and Generate Ideas
- Organize
- Draft
- Revise and Edit
- Publish and Present

Writing Form:

- description

Grammar:

- Common and Proper Nouns
- Plural Nouns with -s and -es
- Types of Verbs

Foundational: Module 3

Decoding:

- Vowel sounds with oo
- Two syllable words with vowel sounds
- Vowel plus /r/

Spelling:

- Vowel sounds with oo
- Words with /o/ and /ou/
- Vowel plus /r/

Fluency:

- Intonation
- Phrasing
- Reading rate

Vocabulary:

Academic:

- Critical Vocabulary

- Big Idea Words

Generative Vocabulary:

- Suffixes -ful, -ous, -less
- Latin roots vis, aud, spec
- Prefix over, under

Strategies:

- Multiple Meaning Words
- Synonyms and antonyms

Genre:

- Argumentative text, Historical fiction,

Comprehension:

- Synthesize
- Identify Claim
- Visualize
- Point of view

Response to Text:

- Write a Summary
- Write a response

Performance Task:

- Write an Opinion essay

Communication:

- Research: Take Notes
- Media Literacy: Interpret/Analyze Media
- Speaking and Listening: Give a Presentation

Writing Process:

- Plan and Generate Ideas
- Organize
- Draft
- Revise and Edit
- Publish and Present

Writing Form:

- Opinion Essay

Grammar:

- Verb Tense
- Abstract Nouns

Assessments:

Summative:

- End of module assessment
- Performance-based tasks
- Benchmark Assessments
- Fountas and Pinnell Benchmark Assessment

Formative:

- Selection quizzes
- Weekly Assessment
- Running Records
- One-to-One observation records

Differentiation:

- Small group reading/Guided reading
- Leveled Readers
- Varied Instruction/Learning Centers
- Reading Plus Computer Program
- Epic Program- Teacher assigned Books/Videos

Gifted and Talented:

- Curriculum compacting
- Inquiry-based instruction
- Independent study that may include self-directed research
- Alternative learning activities for challenging experiences
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest-based content
- Real world experiences
- Student-driven instruction
- Alternative resources that may include more challenging materials

English Language Learners:

- Teacher modeling
- Peer modeling
- Develop and post routines
- Label classroom materials
- Word walls
- Highlight key vocabulary
- Utilize translation supports including peers, online assistive technology, translation device and bilingual dictionary

At Risk Students:

- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Work with a partner
- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Review behavior expectations and make adjustments for personal space or other behaviors as needed.
- Oral prompting by the teacher
- Provide benchmarks for larger assignments with check-ins by the teacher
- Provide clearly stated rubric or written expectations and grading criteria
- Provide notes, study guide or flashcards
- Extended time
- Allow the use of technology to complete assignments
- Preferential seating
- Modify class or home assignments

Special Education/ Students with 504 Plans:

- Utilize modifications and accommodations delineated in the student's IEP/504 Plan
- Use multi-sensory teaching approaches.
- Utilize props that may provide helpful visual, auditory, and tactile reinforcement of ideas.
- Model
- Work with a partner
- Provide concrete examples and relate new learning to previously learned material.
- Solidify and refine concepts through repetition.
- Provide breaks between activities
- Provide opportunity to use technology to complete assignments
- Utilize assistive learning technology and materials
- Provide benchmarks for larger assignments with check-ins by the teacher
- Provide clearly stated rubric or written expectations and grading criteria
- Provide notes, study guide or flashcards
- Extended time
- Preferential seating

Interdisciplinary Connections

SOC.6.1.5.CivicsPI.4 [Performance Expectation] - Describe the services our government provides the people in the community, state and across the United States.

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

SOC.6.1.5.CivicsHR.1 [Performance Expectation] - Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.

SOC.6.1.5.CivicsHR.4 [Performance Expectation] - Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

SOC.6.1.5.GeoGI.1 [Performance Expectation] - Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

- 9.1 Personal Financial Literacy**
 - Financial Health: *Financial Psychology, Civic Financial Responsibility*
 - Financial Landscape: *Financial Institutions, Economic & Government Influences*
 - Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*
- 9.2 Career Awareness and Planning**
- 9.4 Life Literacies and Key Skills**
 - Creativity and Innovation
 - Critical Thinking and Problem Solving
 - Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

- 8.1 Computer Science**
- 8.2 Design Thinking**
- 9.4 Life Literacies and Key Skills**
 - Digital Citizenship
 - Information and Media Literacy
 - Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

- 1.2 Media Arts**
 - Creating - Conceive, Develop, and/or Construct
 - Performing - Integrate, Practice, and/or Present
 - Responding - Perceive, Evaluate, and/or Interpret
 - Connecting - Synthesize and/or Relate

Greenwich Stow Creek Partnership Schools, Grade 4

Unit: 2

Marking Period 2 9 weeks

Unit Overview: Modules 4-6

Heroic Feats
Art Everywhere
Marvels of nature

Selections:

Who's a Hero (Informational)
Prince Charming Misplaces his Bride (Fairy Tale)
Smokejumpers to the Rescue (Narrative Nonfiction)
Perseus and the Fall of Medusa (Play)
St. Augustine: Story of America (Narrative Nonfiction)
Why Art Centers Matter (Argumentative Text)
The Beatle were Fab (Biography)
How can Photos take us back in Time? (Informational Video)
Lets Dance around the World (Informational Text)
The Art of Poetry (Poetry)
Seven Natural Wonders
Mariana Trench and exploring Challenger deep (Informational Text)
Weird and wonderous rocks (Informational)
Nature's wonders (Informational)
Grand canyon: A trail through time (Poetry/Informational)

Learning Targets

New Jersey Student Learning Standards for English Language Arts

Focus Standards:

Language Domain:

L.RF.4.3 - Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology
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L.WF.4.2 A-B -Demonstrate command of the conventions of encoding and spelling
L.VI.4.3 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.WF.4.2 C - Spell grade-appropriate words correctly, consulting references as needed.
L.WF.4.3 A-H - Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
L.KL.4.1 B-C - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Reading Domain:

RI.CI.4.2 - Summarize a literary text and interpret the author's theme citing key details from the text.
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RI.IT.4.3 - Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

RI.CR.4.1 - Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.TS.4.4 - 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.

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RL.CI.4.2 - Summarize a literary text and interpret the author's theme citing key details from the text.

RL.PP.4.5 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.IT.4.3 - Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

Writing Domain:

W.AW.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information

W.IW.4.2 A-E Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.WP.4.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.RW.4.6 Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

W.SE.4.7 Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain:

SL.PE.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

SL.II.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats

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

SL.PI.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.UM.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.AS.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.

Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> • How do readers understand the broad range of reading materials and genres? • How does organized story structure (beginning, middle, end) lead to understanding? • How do readers apply reading strategies to improve understanding and fluency? 	<ul style="list-style-type: none"> • develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English • apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make

<ul style="list-style-type: none"> • How do readers apply word structure analysis and vocabulary skills to comprehend selections? • How do students become active and engaged readers? • How are words made up of sounds? • How can sounds help me understand a word? • Why is grammar important when speaking or writing? • Why are conventions important when writing? • How does using appropriate capitalization, punctuation, and spelling help my writing? • What strategies can help me determine the meaning of unknown words? • How do I recognize word patterns? • How can asking and answering questions help me understand the text? • Why is using key details from the story important in retelling the story? • How do readers discover the central message or lesson of a text (in 3-5 we used "theme")? • How can I retell the text to express the central message or lesson (in 3-5 we used "theme")? • How can I use the details of the text to express the theme? • How do readers identify and describe story elements? • How does the author's choice of words show feelings or the senses? • How does determining the point of view help me understand the text? • How does understanding text structure help improve comprehension? • How does understanding the structural elements of a drama help me understand the text? • How do images and words provide information? • How can recognizing grade level words help me be a better reader? • How can I gather information to answer a question? • When is an appropriate time to ask or answer questions? • How can I add to a conversation? • How can asking and answering questions support understanding? 	<p>effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> • demonstrate command of grammar and usage, capitalization, punctuation, and spelling • read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • analyze how and why individuals, events, and ideas develop and interact over the course of a text. • analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. • write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing. • prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. • analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. • make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations • interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context. • write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
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- What kinds of questions should I ask during a presentation to increase my understanding?
- Why is it important to describe people, places, things, and events with details?

Resources and Activities

Reading

- Shared Reading
- Knowledge Map
- Read Alouds
- Mini Lessons for Skill/Strategy Instruction
- Annotations
- Reader's Notebook - response to reading
- Small Groups/Conferring
- Exit Tickets
- Think-Pair-Share
- Collaborative Discussion
- Turn and Talk
- Close Reading
- Partner Reading
- Independent Reading

Vocabulary

- Vocabulary Cards
- Word Maps

Word Work

- Decoding/word marking practice/syllabication
- Encoding/word tapping
- Word Sorts
- Fluency Passages
- Word Lists
- Dictation

Writing

- Focal Text and Immersion
- Mini Lessons for Writing Instruction
- Independent Writing
- On-Demand Writing
- Response Writing
- Rubric analysis
- Small Groups/Conferring
- Writing partner/peer feedback

Grammar

- Mini Lessons
- Small Group Work

Materials:

- HMH Into Reading Program and materials
- Writing portfolios
- Epic.com teacher assigned books/learning videos
- Flocabulary.com
- Reading Plus Program
- Reading Horizons Program

- Classroom Libraries

District Learning Plan

Foundational: Module 4

Decoding:

- Vowel + /r/ sounds /ur/ /or/
- regular and irregular plurals
- Recognize base words

Spelling:

- Vowel + /r/ sounds /ur/ /or/
- Homophones
- Add -ed or -ing

Fluency:

- Phrasing
- Intonation
- Reading Rate

Vocabulary:

Academic:

- Critical Vocabulary
- Instructional Vocabulary

Generative Vocabulary:

- Prefixes sub-, fore-
- Suffixes -able, -ible
- Suffixes -en, -ic

Strategies:

- Homographs and Homophones
- Synonyms and antonyms

Genre:

- Information, fairy Tale, Narrative Nonfiction

Comprehension:

- Visualize
- Text/ graphic features
- Make Inferences
- Text Structure

Performance Task:

- Write a story

Communication:

- Make Connections: Synthesize topic information
- Research: Evaluate and Organize
- Information
- Speaking and Listening: Oral
- Instructions

Writing Process: Narrative

- Plan and Generate Ideas
- Organize
- Draft
- Revise and Edit
- Publish and Present

Writing Form:

- Story

Grammar:

- Pronouns and Antecedents

- More Plural Nouns
- Writing Quotations

Foundational: Module 5

Decoding:

- Recognize base words
- Final Long e

Spelling:

- Adding -ed or -ing
- Final long e
- Changing final y to i

Fluency:

- Phrasing
- Expression
- Reading Rate

Vocabulary:

Academic:

- Critical Vocabulary
- Instructional Vocabulary

Generative Vocabulary:

- Suffixes -ity, -ty
- Prefixes un-, in-
- Suffix -er, -or, -ist

Strategies:

- Homographs/Homophones
- Shades of Meaning

Genre:

- Argumentative text, Biography, Poetry

Comprehension:

- Ask and Answer Questions
- Monitor and Clarify
- Make and Confirm Predictions
- Theme

Performance Task:

- Write an Expository Essay

Communication:

- Research: Paraphrase
- Speaking and Listening: Engage in discussion
- Speaking and Listening: Oral Instructions

Writing Process: Expository Essay

- Plan and Generate Ideas
- Organize
- Draft
- Revise and Edit
- Publish and Present

Writing Form:

- Expository Essay

Grammar:

- Subject-Verb Agreement
- Pronoun-Verb Agreement
- Verb Tenses II

Foundational: Module 6

Decoding:

- Words with /k/, /ng/, and /kw/
- Words with final /j/ and /s/
- Prefixes re-, un-, and dis-

Spelling:

- Words with /k/, /ng/, and /kw/
- Words with final /j/ and /s/
- Prefixes re-, un-, and dis-

Fluency:

- Intonation
- Reading Rate
- Accuracy and Self-Correction

Vocabulary:

Academic:

- Critical Vocabulary
- Instructional Vocabulary

Generative Vocabulary:

- Greek roots auto, bio, photo, graph
- Prefix inter-
- Suffix -ness, -ment

Strategies:

- Reference Sources: Thesaurus
- Shades of Meaning

Genre:

- Informational, Literary Nonfiction

Comprehension:

- Retell/Summarize
- Ask and Answer Questions
- Monitor and Clarify
- Simile and metaphor
- Make Inferences

Communication:

- Research: Plan and Gather information
- Speaking and Listening: Give a Presentation
- Speaking and Listening: Work Collaboratively

Writing Process

- Plan and Generate Ideas
- Organize
- Draft
- Revise and Edit
- Publish and Present

Writing Form:

- Letter

Grammar:

- Adjectives and Articles
- Adjectives That Compare
- The Verb Be and Helping Verbs

Assessments:

Summative:

- End of module assessment
- Performance-based tasks

- Benchmark Assessments

Formative:

- Selection quizzes
- Weekly Assessment
- Running Records
- One-to-One observation records

Differentiation:

- Small group reading/Guided reading
- Leveled Readers
- Varied Instruction/Learning Centers
- Reading Plus Computer Program
- Epic Program- Teacher assigned Books/Videos

Gifted and Talented:

- Curriculum compacting
- Inquiry-based instruction
- Independent study that may include self-directed research
- Alternative learning activities for challenging experiences
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest-based content
- Real world experiences
- Student-driven instruction
- Alternative resources that may include more challenging materials

English Language Learners:

- Teacher modeling
- Peer modeling
- Develop and post routines
- Label classroom materials
- Word walls
- Highlight key vocabulary
- Utilize translation supports including peers, online assistive technology, translation device and bilingual dictionary

At Risk Students:

- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Work with a partner
- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Review behavior expectations and make adjustments for personal space or other behaviors as needed.
- Oral prompting by the teacher
- Provide benchmarks for larger assignments with check-ins by the teacher
- Provide clearly stated rubric or written expectations and grading criteria
- Provide notes, study guide or flashcards
- Extended time
- Allow the use of technology to complete assignments
- Preferential seating
- Modify class or home assignments

Special Education/ Students with 504 Plans:

- Utilize modifications and accommodations delineated in the student's IEP/504 Plan
- Use multi-sensory teaching approaches.
- Utilize props that may provide helpful visual, auditory, and tactile reinforcement of ideas.
- Model
- Work with a partner
- Provide concrete examples and relate new learning to previously learned material.
- Solidify and refine concepts through repetition.

- Provide breaks between activities
- Provide opportunity to use technology to complete assignments
- Utilize assistive learning technology and materials
- Provide benchmarks for larger assignments with check-ins by the teacher
- Provide clearly stated rubric or written expectations and grading criteria
- Provide notes, study guide or flashcards
- Extended time
- Preferential seating

Interdisciplinary Connections

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.

3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.

4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

9.1 Personal Financial Literacy

- Financial Health: *Financial Psychology, Civic Financial Responsibility*
- Financial Landscape: *Financial Institutions, Economic & Government Influences*
- Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

9.2 Career Awareness and Planning

9.4 Life Literacies and Key Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

8.1 Computer Science

8.2 Design Thinking

9.4 Life Literacies and Key Skills

- Digital Citizenship
- Information and Media Literacy
- Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

1.2 Media Arts

- Creating - Conceive, Develop, and/or Construct
- Performing - Integrate, Practice, and/or Present
- Responding - Perceive, Evaluate, and/or Interpret
- Connecting - Synthesize and/or Relate

Greenwich Stow Creek Partnership Schools, Grade 4

Unit: 3

Marking Period 3 9 weeks

Unit Overview: Modules 7-9

Tricksters and Tall Tales
 Food for Thought
 Global Guardians

Selections:

A Tale of traditional Tales(Informational)
 Thunder Rose(Tall Tale)
 In the days of King Aodhe (Folktale)
 A Pair of Tricksters (Fable)
 Ten Suns and the Ten Suns (Legend)
 To Your Health (Informational)
 Eco-Friendly Food(Informational)
 Kids Rock Nutrition in the Kitchen (Video)
 Bug Bites (Informational)
 Now Your Cooking (informational)
 The Eco Guardians (Letters)
 Luz Sees the Light (Graphic Novel)
 On Sea Turtle Patrol (Realistic Fiction)
 How Can We reduce Household waste(Informational)
 Seeds of Change (Biography)

Learning Targets

New Jersey Student Learning Standards for English Language Arts

Focus Standards:

Language Domain:

L.RF.4.3 - Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology
 L.RF.4.4 -Read with sufficient accuracy and fluency to support comprehension.
 L.KL.4.1 A -Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases
 L.VL.4.2 A,C - Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 L.WF.4.2 A-B - Demonstrate command of the conventions of encoding and spelling.
 L.VI.4.3 - Demonstrate understanding of figurative language, word relationships, and nuances in word

meanings

L.WF.4.2 C - Spell grade-appropriate words correctly, consulting references as needed.

L.WF.4.3 A-H - Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.

L.KL.4.1 B-C - Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Reading Domain:

RL.CR.4.1 - Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.4.2 - Summarize a literary text and interpret the author's theme citing key details from the text.

RL.IT.4.3 - Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

RL.CI.4.2 - Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.

Writing Domain:

W.IW.4.2 A-E Write informative/explanatory texts to examine a topic and convey ideas and information clearly

W.WP.4.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.WR.4.5 Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

W.SE.4.6 Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources

W.RW.4.7 Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain:

SL.PE.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.

SL.II.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

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

SL.PI.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.UM.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes

SL.AS.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

Essential Questions	Enduring Understandings
<ul style="list-style-type: none">• How do readers understand the broad range of reading materials and genres?• How does organized story structure (beginning, middle, end) lead to understanding?	<ul style="list-style-type: none">• develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.

<ul style="list-style-type: none"> • How do readers apply reading strategies to improve understanding and fluency? • What is the relationship between oral and written language? • How do readers apply word structure analysis and vocabulary skills to comprehend selections? • How do students become active and engaged readers? • How are words made up of sounds? • How can sounds help me understand a word? • Why is grammar important when speaking or writing? • Why are conventions important when writing? • How does using appropriate capitalization, punctuation, and spelling help my writing? • What strategies can help me determine the meaning of unknown words? • How do I recognize word patterns? • How can asking and answering questions help me understand the text? • Why is using key details from the story important in retelling the story? • How do readers discover the central message or lesson of a text (in 3-5 we used “theme”)? • How can I retell the text to express the central message or lesson (in 3-5 we used “theme”)? • How can I use the details of the text to express the theme? • How do readers identify and describe story elements? • How does word choice impact the overall meaning of the text? • How does the author’s choice of words show feelings or the senses? • How do readers approach different text types? • Why is identifying the main topic from the text important? • How do readers retell informational text? • How can making connections help understand informational text? • How do you describe the connection between two events? • How do images and words provide information? • How does an author support what he says in the text? 	<ul style="list-style-type: none"> • develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system. • demonstrate command of grammar and usage, capitalization, punctuation, and spelling. • interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context. • read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text • determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas • analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text • assess how perspective or purpose shapes the content and style of a text. • write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism • write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. • integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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- make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

Resources and Activities

Reading

- Shared Reading
- Knowledge Map
- Read Alouds
- Mini Lessons for Skill/Strategy Instruction
- Annotations
- Reader's Notebook - response to reading
- Small Groups/Conferring
- Exit Tickets
- Think-Pair-Share
- Collaborative Discussion
- Turn and Talk
- Close Reading
- Partner Reading
- Independent Reading

Vocabulary

- Vocabulary Cards
- Word Maps

Word Work

- Decoding/word marking practice/syllabication
- Encoding/word tapping
- Word Sorts
- Fluency Passages
- Word Lists
- Dictation

Writing

- Focal Text and Immersion
- Mini Lessons for Writing Instruction
- Independent Writing
- On-Demand Writing
- Response Writing
- Rubric analysis
- Small Groups/Conferring
- Writing partner/peer feedback

Grammar

- Mini Lessons
- Small Group Work

Independent/Inquiry and Research Project

- Goal setting for Reading and Writing
- Create a national symbols pamphlet

Materials:

- HMH Into Reading Program and materials
- Writing portfolios
- Epic.com teacher assigned books/learning videos
- Flocabulary.com
- Reading Plus Program
- Reading Horizons Program
- Classroom Libraries

District Learning Plan

Foundational: Module 7

Decoding:

- Suffix -ful, -less, -ness, -ment
- Words with VCCV division pattern
- Words with VCV division pattern

Spelling:

- Suffix -ful, -less, -ness, -ment
- Words with VCCV
- Words with VCV pattern

Fluency:

- Expression
- Reading Rate
- Accuracy and Self-Correction

Vocabulary:

Academic:

- Critical Vocabulary
- Instructional Vocabulary

Generative Vocabulary:

- Suffix -ion
- Prefix mis-, pre-, dis-
- Suffix -ity, ty

Strategies:

- Analogies
- Reference sources

Genre:

- Tall Tale, Folk Tale, Informational

Comprehension:

- Make and Confirm Predictions
- Central Idea
- Theme
- Synthesize

Performance Task:

- Write an Imaginative Story

Communication:

- Research: Interpret and Analyze Media
- Speaking and Listening: Engage in discussion
- Make Connections: Synthesize Topic Knowledge

Writing Process: Imaginative Story

- Plan and Generate Ideas
- Organize Draft
- Revise and Edit
- Publish and Present

Writing Form:

- Imaginative Story

Grammar:

- More Irregular Verbs
- Types of Adverbs

Foundational: Module 8

Decoding:

- Words with VCCV and VCV division pattern
- Words with VCCV division pattern
- Words with VCCCV division pattern

Spelling:

- Words with VCCV and VCV division pattern
- Words with VCCV division pattern
- Words with VCCCV division pattern

Fluency:

- Phrasing
- Intonation
- Accuracy and Self-Correction

Vocabulary:

Academic:

- Critical Vocabulary
- Instructional Vocabulary

Generative Vocabulary:

- Greek Word Root meter, therm, phon, tele, scope
- Prefix sub-, fore-
- Latin Roots port, dict

Strategies:

- context clues
- Analogies

Genre:

- Informational, Realistic Fiction

Comprehension:

- Authors Purpose
- Make and Confirm Predictions
- Retell/Summarize

Performance Task:

- Write Opinion Essay

Communication:

- Speaking and Listening: Oral Instructions
- Research/Media Literacy: take Notes and Organize information
- Research/Media Literacy: Synthesize Topic Knowledge

Writing Process: Opinion Essay

- Plan and Generate Ideas
- Organize
- Draft
- Revise and Edit
- Publish and Present

Writing Form:

- Opinion essay

Grammar:

- Making Comparisons
- Possessive Nouns and Pronouns
- Complex Sentences

Foundational: Module 9

Decoding:

- Words with VV syllable pattern
- Final Schwa + r
- Final Stable Syllables

Spelling:

- Words with VV syllable pattern
- Final Schwa + /r/ sound
- Final Schwa + /l/ sound

Fluency:

- Expression

- Reading Rate
- Phrasing

Vocabulary:

Academic:

- Critical Vocabulary
- Instructional Vocabulary

Generative Vocabulary:

- Suffixes -en, -ic
- Suffixes -ible, -able
- Suffix -ful, -ous, -less

Strategies:

- Context Clues
- Synonyms and antonyms

Genre:

- Informational Text, Realistic Fiction, Graphic Novel

Comprehension:

- Make Inferences
- Theme
- Retell
- Ideas and Support

Performance Task:

- Write a Research report

Communication:

- Research: Gather and Organize Information
- Media Literacy: Interpret/Analyze
- Media
- Speaking and Listening: Work Collaboratively

Writing Process: Research report

- Plan and Generate Ideas
- Organize
- Draft
- Revise and Edit
- Publish and Present

Writing Form:

- Research Report

Grammar:

- Abbreviations
- Contractions
- Commas in Sentences and Series

Assessments:

Summative:

- End of module assessment
- Performance-based tasks
- Benchmark Assessments

Formative:

- Selection quizzes
- Weekly Assessment
- Running Records
- One-to-One observation records

Differentiation:

- Small group reading/Guided reading
- Leveled Readers
- Varied Instruction/Learning Centers

- Reading Plus Computer Program
- Epic Program- Teacher assigned Books/Videos

Gifted and Talented:

- Curriculum compacting
- Inquiry-based instruction
- Independent study that may include self-directed research
- Alternative learning activities for challenging experiences
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest-based content
- Real world experiences
- Student-driven instruction
- Alternative resources that may include more challenging materials

English Language Learners:

- Teacher modeling
- Peer modeling
- Develop and post routines
- Label classroom materials
- Word walls
- Highlight key vocabulary
- Utilize translation supports including peers, online assistive technology, translation device and bilingual dictionary

At Risk Students:

- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Work with a partner
- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Review behavior expectations and make adjustments for personal space or other behaviors as needed.
- Oral prompting by the teacher
- Provide benchmarks for larger assignments with check-ins by the teacher
- Provide clearly stated rubric or written expectations and grading criteria
- Provide notes, study guide or flashcards
- Extended time
- Allow the use of technology to complete assignments
- Preferential seating
- Modify class or home assignments

Special Education/ Students with 504 Plans:

- Utilize modifications and accommodations delineated in the student's IEP/504 Plan
- Use multi-sensory teaching approaches.
- Utilize props that may provide helpful visual, auditory, and tactile reinforcement of ideas.
- Model
- Work with a partner
- Provide concrete examples and relate new learning to previously learned material.
- Solidify and refine concepts through repetition.
- Provide breaks between activities
- Provide opportunity to use technology to complete assignments
- Utilize assistive learning technology and materials
- Provide benchmarks for larger assignments with check-ins by the teacher
- Provide clearly stated rubric or written expectations and grading criteria
- Provide notes, study guide or flashcards
- Extended time
- Preferential seating

6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

SOC.6.1.5.GeoGI.4 [*Performance Expectation*] - Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

SOC.6.1.5.GeoHE.2 [*Performance Expectation*] - Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

SCI.3-LS1-1 [*Performance Expectation*] - Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death.

4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have on humans.

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

9.1 Personal Financial Literacy

- Financial Health: *Financial Psychology, Civic Financial Responsibility*
- Financial Landscape: *Financial Institutions, Economic & Government Influences*
- Money Management: *Planning & Budgeting, Risk Management & Insurance, Credit and Debit Management, Credit Profile*

9.2 Career Awareness and Planning

9.4 Life Literacies and Key Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Global and Cultural Awareness

Effective Integration of Technology: [Computer Science and Design Thinking](#) & [Life Literacies and Key Skills](#)

8.1 Computer Science

8.2 Design Thinking

9.4 Life Literacies and Key Skills

- Digital Citizenship
- Information and Media Literacy
- Technology Literacy

Effective Integration of Media Arts: [Visual and Performing Arts Performance Standards](#)

1.2 Media Arts

- Creating - Conceive, Develop, and/or Construct
- Performing - Integrate, Practice, and/or Present
- Responding - Perceive, Evaluate, and/or Interpret

Connecting - Synthesize and/or Relate

Greenwich Stow Creek Partnership Schools, Grade 4

Unit: 4

Marking Period 4

9 weeks

Unit Overview: Module 10-12

Communication Nation

Genre Study: Non Fiction

Genre Study Literary Texts

Selections:

How Technology has changed Communication (Informational)

The History of Communication (Timeline)

A New Language-Invented by kids (Informational)

Dolphin Dinner (Informational)

Cooper's Lesson (realistic fiction)

Learning Targets

New Jersey Student Learning Standards for English Language Arts

Focus Standards:

Language Domain:

L.RF.4.3 - Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology

L.RF.4.4 -Read with sufficient accuracy and fluency to support comprehension.

L.KL.4.1 A -Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases

L.VL.4.2 A,C - Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

L.WF.4.2 A-B - Demonstrate command of the conventions of encoding and spelling.

L.VI.4.3 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

L.WF.4.2 C - Spell grade-appropriate words correctly, consulting references as needed.

L.WF.4.3 A-H - Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.

L.KL.4.1 B-C - Use knowledge of language and its conventions when writing, speaking, reading, or listening

Reading Domain:

RI.CI.4.2 - Summarize a literary text and interpret the author's theme citing key details from the text.

RI.AA.4.7 - Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning

RI.IT.4.3 - Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

RI.CR.4.1 - Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.TS.4.4 - 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.CR.4.1 - Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.4.2 - Summarize a literary text and interpret the author’s theme citing key details from the text.

RL.PP.4.5 - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.IT.4.3 - Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

Writing Domain:

W.IW.4.2 A-E Write informative/explanatory texts to examine a topic and convey ideas and information clearly

W.WP.4.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.WR.4.5 Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

W.SE.4.6 Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources

W.RW.4.7 Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain:

SL.PE.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.

SL.II.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

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

SL.PI.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.UM.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes

SL.AS.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

Essential Questions	Enduring Understandings
<p>What forms can communication take?</p> <p>What is important in a Biography?</p> <p>What are the characteristics of an argumentative text?</p> <p>What are the characteristics of historical fiction?</p> <p>Why is it important to pass stories down to the next</p>	<ul style="list-style-type: none"> • write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. • write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • gather relevant information and evidence from multiple sources to support analysis,

<p>generation?</p> <p>What are the characteristics of informational text?</p> <p>What are the characteristics of narrative nonfiction?</p> <p>What are the characteristics of opinion text?</p> <p>What are the characteristics of realistic fiction?</p> <p>What are the characteristics of poetry?</p> <p>What are the characteristics of traditional tales?</p>	<p>reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism</p> <ul style="list-style-type: none"> • integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. • present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. • develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English. • develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system. • demonstrate command of grammar and usage, capitalization, punctuation, and spelling. • interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context. • read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text • determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
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Resources and Activities

- Reading**
- Shared Reading
 - Knowledge Map
 - Read Alouds
 - Mini Lessons for Skill/Strategy Instruction
 - Annotations
 - Reader’s Notebook - response to reading
 - Small Groups/Conferring
 - Exit Tickets
 - Think-Pair-Share
 - Collaborative Discussion
 - Turn and Talk
 - Close Reading
 - Partner Reading

- Independent Reading

Vocabulary

- Vocabulary Cards
- Word Maps

Word Work

- Decoding/word marking practice/syllabication
- Encoding/word tapping
- Word Sorts
- Fluency Passages
- Word Lists
- Dictation

Writing

- Independent Writing
- Response Writing
- Small Groups/Conferring
- Writing partner/peer feedback

Grammar

- Mini Lessons
- Small Group Work

Independent/Inquiry and Research Project

- Goal setting for Reading and Writing

Modules 11-12 Grammar/Spelling

- Identify and use common and proper nouns
- Identify types of sentences
- identify adverbs that compare
- use commas correctly
- identify action and being verbs, verb tenses
- write with quotations
- identify and form plural nouns
- identify abstract nouns
- identify adjectives that compare and adjectives/articles
- identify being and helping verbs
- form complex sentences
- form contractions and abbreviations
- identify pronouns
- apply grade- level phonics and word analysis skills

District Learning Plan

Foundational: Module 10

Decoding:

- Multisyllabic words
- Words with silent consonants
- Decoding unusual spellings

Spelling:

- Three Syllable words
- Words with silent consonants
- Prefixes

Fluency:

- Phrasing
- Accuracy and Self Correction
- Intonation

Vocabulary:

Academic:

- Critical Vocabulary

- Instructional Vocabulary

Generative Vocabulary:

- Review Latin roots tele, port, graph
- Prefix in-, im-
- Prefixes il-, ir-

Strategies:

- Reference sources
- Synonyms and antonyms

Genre:

- Informational

Comprehension:

- Text and Graphic Features
- Make Inferences
- Visualize
- Retell/Summarize

Performance Task:

- Expository Essay

Communication:

- Speaking and Listening: Oral Instructions
- Research and Media Literacy: Plan and gather Information
- Speaking and Listening: Give a Presentation

Writing Process: Expository Essay

- Plan and Generate Ideas
- Organize
- Draft
- Revise and Edit
- Publish and Present

Writing Form:

- Expository Essay

Grammar:

- Prepositions and Prepositional Phrases
- Correct Pronouns
- Frequently Misspelled Words

In Module 11 Spelling, students will learn to:

spell words with unusual spellings
 spell words by adding inflectional endings
 spell words by adding prefixes and suffixes

In Module 12 Spelling, students will learn to:

Review syllable division patterns
 spell compound words
 Review affixes and roots, syllable division patterns, and syllable types

In Module 11 Grammar, students will learn to:

Identify and use common and proper nouns
 Identify types of sentences
 identify adverbs that compare, commas, and pronouns
 identify action and being verbs, verb tenses
 write with quotations

In Module 12 Grammar, students will learn to:

identify and form plural nouns
 identify abstract nouns
 identify adjectives that compare and adjectives and articles
 identify being and helping verbs
 form complex sentences
 form contractions and abbreviations

identify pronouns

Materials:

- HMH Into Reading Program and materials
- Writing portfolios
- Epic.com teacher assigned books/learning videos
- Flocabulary.com
- Reading Plus Program
- Reading Horizons Program
- Classroom Libraries

Assessments:

Summative:

- End of module assessment
- Performance-based tasks
- Benchmark Assessments
- Fountas and Pinnell Benchmark Assessment

Formative:

- Selection quizzes
- Weekly Assessment
- Running Records
- One-to-One observation records

Differentiation:

- Small group reading/Guided reading
- Leveled Readers
- Varied Instruction/Learning Centers
- Reading Plus Computer Program
- Epic Program- Teacher assigned Books/Videos

Gifted and Talented:

- Curriculum compacting
- Inquiry-based instruction
- Independent study that may include self-directed research
- Alternative learning activities for challenging experiences
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest-based content
- Real world experiences
- Student-driven instruction
- Alternative resources that may include more challenging materials

English Language Learners:

- Teacher modeling
- Peer modeling
- Develop and post routines
- Label classroom materials
- Word walls
- Highlight key vocabulary
- Utilize translation supports including peers, online assistive technology, translation device and bilingual dictionary

At Risk Students:

- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Work with a partner
- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Review behavior expectations and make adjustments for personal space or other behaviors as needed.

- Oral prompting by the teacher
- Provide benchmarks for larger assignments with check-ins by the teacher
- Provide clearly stated rubric or written expectations and grading criteria
- Provide notes, study guide or flashcards
- Extended time
- Allow the use of technology to complete assignments
- Preferential seating
- Modify class or home assignments

Special Education/ Students with 504 Plans:

- Utilize modifications and accommodations delineated in the student's IEP/504 Plan
- Use multi-sensory teaching approaches.
- Utilize props that may provide helpful visual, auditory, and tactile reinforcement of ideas.
- Model
- Work with a partner
- Provide concrete examples and relate new learning to previously learned material.
- Solidify and refine concepts through repetition.
- Provide breaks between activities
- Provide opportunity to use technology to complete assignments
- Utilize assistive learning technology and materials
- Provide benchmarks for larger assignments with check-ins by the teacher
- Provide clearly stated rubric or written expectations and grading criteria
- Provide notes, study guide or flashcards
- Extended time
- Preferential seating

Interdisciplinary Connections

3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

SOC.6.1.5.CivicsCM.1 [Performance Expectation] - Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

SOC.6.1.5.CivicsCM.2 [Performance Expectation] - Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.

SOC.6.1.5.CivicsCM.3 [Performance Expectation] - Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Integration of 21st Century Skills: [Career Readiness, Life Literacy, and Key Skills](#)

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