

**CURRICULUM GUIDE
Grade 4
Great Meadows Regional School District
English Language Arts**

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**This curriculum may be modified through varying techniques,
strategies and materials, as per an individual student's
Individualized Education Plan (IEP).**

**Approved by the Insert district Board of Education
At the regular meeting held on 2/28/2017**

And

Aligned with the New Jersey Student Learning standards

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Philosophy and Rationale

New Jersey Student Learning Standards for English Language Arts set expectations in reading, writing, and language to help ensure all students are college and career ready. We build deep understanding by teaching students to approach reading from different points of view; that of the text, reader, task, and content. Grade-level appropriate texts will be selected to reflect the multiple transitions from grade six to grade eight while being mindful of increasing text complexity. All students will be exposed to increasingly complex and varied texts over the course of the school year. Students will read, interpret, and analyze text with a primary focus on collecting and utilizing relevant text evidence to support answers in text based critical thinking questions. As the year progresses, so will the text complexity; whereby the standard is applied to more complex text affording a deeper application of the standard. Students learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

~ NJ Student Learning Standards for English Language Arts

Mission Statement

The GMRSD will provide quality educational opportunities that ensure the individual success of all students within a safe and supportive environment and build life-long learners who will meet society's challenges into and beyond the 21st century. To that end, it is anticipated that all students will achieve the New Jersey Student Learning Standards (NJSLS) at all grade levels.

Scope and Sequence

Unit 1:

Comprehension Skills and Strategies:

- Target Skills: Story Structure, Author's Purpose, Cause and Effect, Theme, Understanding Characters
- Target Strategies: Summarize, Monitor/Clarify, Visualize, Analyze/Evaluate, Infer/Predict

Writing:

- Descriptive Paragraph, Narrative Composition, Dialogue, Fictional Narrative

Foundational Skills:

- VCV Pattern, Open and Close Syllables, VCCV Pattern, Homophones

Grammar:

- Complete Sentences, Subjects and Predicates, Kinds of Sentences, Simple and Compound Sentences, Nouns

Vocabulary:

- Target Vocabulary
- Strategies: Prefixes: re-, un-, dis-, in-, im-, il-, ir-, non-, mis-, Context Clues, Using a Dictionary

Fluency:

- Rate, Phrases, Accuracy, Intonation, Expression

Speaking and Listening:

- Retell a Story, Listen for a Purpose, Give and Follow Directions, Summarize a Spoken Message, Interpret Literature

Unit 2:

Comprehension Skills and Strategies:

- Compare and Contrast, Fact and Opinion, Understanding Characters, Conclusions/Generalizations, Author's Purpose
- Infer/Predict, Summarize, Visualize, Question, Analyze/Evaluate

Writing:

- Response to Literature, Opinion Paragraph, Poem, Response to Literature Essay

Foundational Skills:

- Digraphs, Clusters, Stressed and Unstressed Syllables, Common Beginning syllables, vowel + r sound in multisyllable words

Grammar:

- Verbs, Simple Verb Tenses, Conjunctions, Commas, Pronouns

Vocabulary:

- Target Vocabulary
- Vocabulary Strategies: Suffixes: -y, -ous, Greek and Latin word parts: phon, photo, graph, auto, tele, figurative language, antonyms, analogies

Fluency:

- Expression, Phrasing, Stress, Accuracy, Intonation

Speaking and Listening:

- Ask and Answer questions, compare print and nonprint information, discuss literature with others, listen and respond, listen to distinguish fact and opinion

Unit 3:

Comprehension Skills and Strategies:

- Target Skills: Fact and Opinion, Sequence of Events, Cause and Effect, Text and Graphic Features, Main Ideas and Details
- Strategies: Infer/predict, visualize, summarize, question, monitor/clarify

Writing:

- Persuasive paragraph, problem-solution, persuasive letter, persuasive essay

Foundational Skills:

- Compound words, base words ending words, recognizing common word parts, recognize suffixes, three syllable words

Grammar:

- Proper nouns, possessive nouns, regular verbs, participles, irregular verbs

Vocabulary:

- Target vocabulary
- Vocabulary strategies: suffixes: -ful, -less, -ness, -ment, -able, -ible, Greek and Latin Word Roots: spect, struct, tele, vis, multiple meaning words

Fluency:

- Punctuation, rate, pauses, stress, expression

Speaking and Listening:

- Prepare interview questions, conduct and interview, view nonprint media sources, listen to summarize ideas

Unit 4:

Comprehension Skills and Strategies:

- Target Skills: Author's Purpose, Conclusions, Text and Graphic features, Understanding Characters
- Target Strategies: Monitor/ Clarify, Visualize, Question, Summarize, Infer/ Predict

Writing:

- Persuasive Letter, Focus Trait: Voice, Write to Persuade: Paragraph, Problem Solving Solution Paragraph, Persuasive Essay

Foundational Skills:

- Compound Words, Vowel sounds in spoon and wood, Words with /k/ and /kn/, Words with /j/ and /s/ Words with VCCCV Pattern, Words with air, ear, are.

Grammar:

- What is an Adjective? Using the Verb *be* and helping verbs, Irregular Verbs, Contractions

Vocabulary:

- Dictionary/Glossary, Categorize and classify

Fluency: Intonation, Stress, Rate, Phrasing

Speaking and listening:

- Comprehension and Collaboration, Listen for Sequence

Unit 5:

Comprehension Skills and Strategies:

- Target Skills: Skill: Fact and Opinion, Compare and Contrast, Skill Sequence of Events, Author's Purpose, Text and Graphic function
- Strategy: Visualize, Question, Analyze / Evaluate, Infer/Predict

Writing:

- Write to express, Word Choice, ideas

Foundational Skills:

- Suffixes -less,, -ness, -able, Prefixes un-, pre-, re-, bi-, Suffixes -ful, -y, -ous, -ly, -er, Spelling Changes: -s, -es, -ed, -ing, Base Words and -ed, -ing, Words from other Languages

Grammar:

- Possessive Nouns and Possessive Pronouns, Using Proper Nouns, Abbreviations, What is an Adverbs?, What is a Preposition?

Vocabulary:

- Base Words and Prefix non-, Prefixes In-, im-, Suffixes er, est, Analogies

Fluency:

- Expression, Accuracy, Rate, Phrasing, Intonation

Speaking and listening:

- Comprehension and Collaboration

Unit 6:

Comprehension Skills and Strategies:

- Target Skills: Main Ideas and Details, Cause and Effect, Fact and Opinion, Understanding Characters, Conclusions/Generalizations
- Target Strategies: Analyze/Evaluate, Summarize, Visualize, Monitor and Clarify, Question

Writing:

- Write to Inform: Compare/Contrast Paragraph, Problem/Solution Paragraph, Focus Trait: Word choice, Instructions, Pre-write a research Project, Draft and Revise a Research Report,

Foundational Skills:

- Common Final Syllables *-tion, -sion, -ture, Double Consonants, Words with ough, augh, Words Ending in -er, -le, Schwa Sound*

Grammar:

- Writing Quotations, Possessive Pronouns, Correct Pronouns

Vocabulary:

- Prefixes *un- and dis-*, Compound Words, Suffix -ion, Homographs/ Homophones, Suffixes: Word Roots

Fluency: Rate, Accuracy, Intonation, Phrasing

Speaking and listening:

- Comprehension and Collaboration

Stage 1: Desired Results

Unit 1

Topic: Reaching Out to Make a Difference

Content Standards:

Reading Standards for Literature

Key Ideas and Details

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).

Craft and Structure

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.

Mission Statement

Range of Reading and Complexity of 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.

Reading Standards for Informational Text

Key Ideas and Details

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.

Craft and Structure

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.

Integration of Knowledge and Ideas

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.

Range of Reading and Level of Text Complexity

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

Reading Standards for Foundation Skills

Phonics and Word Recognition

RF.4.3a-Use combined knowledge of all letter-sound correspondences, syllabication patterns, y (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4a-Read grade-level text with purpose and understanding.

RF.4.4b-Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

RF.4.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

Text Types and Purposes

W.4.1a- 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.4.1b- Provide reasons that are supported by facts from texts and/or other sources.

W.4.1c- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W.4.1d- Provide a conclusion related to the opinion presented.

W.4.2b- Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

W.4.3a- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.3b- Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.4.3c- Use a variety of transitional words and phrases to manage the sequence of events.

W.4.3d- Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.4.3e- Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of 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.4.5. 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.

Research to Build and Present Knowledge

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.4.9a-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].”).

W.4.9b-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”).

Range of Writing

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 Standards

Comprehension and Collaboration

SL.4.1a-Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.4.1b-Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c-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.

SL.4.1d-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.

Presentation of Knowledge and Ideas

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

Language Standards**Conventions of Standard English**

L.4.1f-Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.2a-Use correct capitalization.

L.4.2b-Use commas and quotation marks to mark direct speech and quotations from a text.

L.4.2c-Use a comma before a coordinating conjunction in a compound sentence.

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

Knowledge of Language

L.4.3a-Choose words and phrases to convey ideas precisely.

L.4.3b-Choose punctuation for effect.

L.4.3c-Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use

L.4.4a-Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.4b-Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).

L4.4c-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.4.5b-Recognize and explain the meaning of common idioms, adages, and proverbs.

L4.5c-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).

Essential Questions:

- How can helping others in our community bring out the best in us?
- How can sharing information through stories, the internet, and/or books make an impact on a person's life?

Enduring Understandings

- Good readers have strategies that help them understand a text.
- Proper grammar mechanics promote fluency of communication.
- Good readers use various strategies to determine word meanings.
- Complete sentences have a subject and a predicate.
- Words should be spelled correctly in final drafts.
- A theme is a message or lesson the characters learn in a story.
- Read independently from a "just right" book.

Knowledge and Skills (SWBAT embedded course proficiencies)

- Read and comprehend literature
- Read literature using various techniques such as expression, pausing for punctuation, stress, intonation and accuracy.
- Refer to details and examples in a text and draw inferences from them
- Monitor understanding of text and clarify/reread as necessary
- Explain events, ideas, and concepts in a text
- Create a timeline
- Determine main idea of a text

- Interpret visuals to add additional meaning to a text
- Read grade level text with purpose and understanding
- Analyze cause and effect relationships in a text
- Produce clear and coherent fictional narrative writing in which the development and organization are appropriate to task, purpose, and audience
- Add description to writing by purposefully examining and editing word choice
- Recognize prefixes and understand how they change the meaning of a word
- Come to discussions prepared, having read or studied material
- Identify the reasons and evidence a speaker provides to support particular points
- Identify point of view of an author telling a story
- Recognize hyperbole in a story
- Use facts and details to support reasoning
- Use details to describe a character or event
- Consult reference materials, both print and digital, to find pronunciation and determination or clarify meaning
- Use words and phrases to convey ideas precisely
- Refer to details and examples to analyze a text independently
- Listen to fluent reading
- Paraphrase portions of a text read aloud
- Acquire and use vocabulary
- Acquire and use domain-specific vocabulary
- Use details to describe an event
- Use words and phrases to link ideas and understanding
- Determine the theme of a play by analyzing details
- Describe a character in a story, drawing on details in the text
- Analyze and evaluate text
- Use common Greek and Latin affixes and roots as clues to the meaning of unknown words
- Choose punctuation for effect
- Use context clues in determining new vocabulary
- Identify letter and letter patterns in spelling
- Spelling grade-appropriate words correctly

Stage 2: Evidence of Understanding, Learning Objectives and Expectations
Benchmarks (embedded student proficiencies)

- *Reading:* By the end of the year read and comprehend literature, including stories, dramas, and poetry independently and proficiently. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts independently and proficiently.

- *Writing*: Write and develop a well written product that is organized, has an introductory sentence and concluding sentence, has a beginning, middle, and end, and communicates accurately and appropriately on topic idea.
- *Speaking and Listening*: 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.
- *Language*: Demonstrate demand of the conventions of Standard English grammar and usage when writing or speaking.

Assessment Methods (formative, summative, other evidence and/or student self-assessment)

Formative (on-going)

- Teacher Observation
- Anecdotal records/running records of oral reading fluency
- Selection quizzes/tests
- Record of independent reading
- Journal Writing/Reading Responses
- Short Answer/Constructed Response

Summative

- Benchmark Assessment/Unit Test (technology based)
- Lesson Assessments (technology based)
- Final Fictional Narrative Story

Stage 3: Learning Plan

In Unit 1, students will be examining and reflecting on the way relationships and actions can make a positive impact. Students will be reading a variety of anchor and mentor texts to support the idea of reaching out to make a difference to a friend, their community, or even the world. A variety of reading genres such as tall talks, folktales, plays, poetry, a biography, and fictional stories will help students connect this topic to all areas of life. Students will see how fictional and non-fictional characters are able to make big and small changes to those around them.

To assist in this, students will be engaged through activities such as SmartBoard lessons (Journeys created and teacher created), use of classroom computers and technology lab, completion of practice book pages, educational songs and video clips from YouTube, teacher websites, and school website links to educational games. Differentiation will be provided through hands on activities to meet all learning styles. For example, struggling students can act out or draw a new vocabulary word to reinforce its meaning. Modified worksheets and leveled readers can also be used to differentiate instruction. Additionally, flexible ability grouping, In-Class Support, and Basic Skills will

be provided to students as needed. Journeys Grab-and-Go resources will be utilized for modified worksheets for individual needs.

In this Unit, students will practice the 21st Century Skills of Communication and Collaboration, Critical Thinking and Problem Solving, as well as Creativity and Innovation. Media literacy is incorporated in the unit through SmartBoard lessons and use of classroom laptops or Chrome books to complete class projects and play educational games. We also focus on many Life and Career Skills by supporting students' positive interactions and discussions with peers and teachers throughout their school day.

Time Allotment

$\frac{1}{6}$ of school year

Resources

Journeys Curriculum Materials such as:

Leveled Readers, Read Alouds, Reader's Notebooks, eBooks, SmartBoard Interactive Lessons, Grab-and-Go, Teacher Websites, Student Practice Books, Vocabulary Cards

Supplemental Resources such as:

Class Library, IXL, BrainPop, Flocabulary, EdPuzzle, and Kahoot

Stage 1: Desired Results**Unit 2****Topic: Expression is Important****Content Standards:****Reading Standards for Literature****Key Ideas and Details**

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).

Craft and Structure

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.

Integration of Knowledge and Ideas

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.

Range of Reading and Complexity of 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.

Reading Standards for Informational Text

Key Ideas and Details

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.

Craft and Structure

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.

Integration of Knowledge and Ideas

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.

Range of Reading and Level of Text Complexity

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

Reading Standards for Foundation Skills

Phonics and Word Recognition

RF.4.3a-Use combined knowledge of all letter-sound correspondences, syllabication patterns, y (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4a-Read grade-level text with purpose and understanding.

RF.4.4b-Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

RF.4.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

Text Types and Purposes

W.4.1a- 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.4.1b-Provide reasons that are supported by facts from texts and/or other sources.

W.4.1d-Provide a conclusion related to the opinion presented.

W.4.2a-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.

W.4.2b-Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

W.4.2c-Link ideas within paragraphs and sections of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).

W.4.2d-Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.4.2e-Provide a conclusion related to the information or explanation presented.

W.4.3a- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W4.3c-Use a variety of transitional words and phrases to manage the sequence of events.

W4.3d-Use concrete words and phrases and sensory details to convey experiences and events precisely.

W4.3e-Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of 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.4.5. 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.

Research to Build and Present Knowledge

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.4.9a-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].”).

W.4.9b-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”).

Range of Writing

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 Standards

Comprehension and Collaboration

SL.4.1a-Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.4.1b-Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c-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.

SL.4.1d-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.

Presentation of Knowledge and Ideas

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

Language Standards

Conventions of Standard English

L.4.1b- Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

L.4.1f-Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.2a-Use correct capitalization.

L.4.2c-Use a comma before a coordinating conjunction in a compound sentence.

L.4.2dSpell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

L.4.3a-Choose words and phrases to convey ideas precisely.

L.4.3b-Choose punctuation for effect.

L.4.3c-Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use

L.4.4a-Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.4b-Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).

L.4.5a-Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

L.4.5b-Recognize and explain the meaning of common idioms, adages, and proverbs.

L.4.5c-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).

Essential Questions:

- How can we express ourselves in different ways?
- How do we learn more about a character through their actions/expressions?

Enduring Understandings

- Good readers have strategies that help them understand a text.
- Proper grammar mechanics promote fluency of communication.
- Good readers use various strategies to determine word meanings.
- Complete sentences have a subject and a predicate.
- Words should be spelled correctly in final drafts.
- Read independently from a “just right” book.

Knowledge and Skills (SWBAT embedded course proficiencies)

- Read and comprehend literature
- Read literature using various techniques such as expression, pausing for punctuation, stress, intonation and accuracy.
- Refer to details and examples in a text and draw inferences from them
- Use facts and details to support reasoning
- Use details to describe a character or event

- Consult reference materials, both print and digital, to find pronunciation and determination or clarify meaning
- Use words and phrase to convey ideas precisely
- Refer to details and examples to analyze a text independently
- Listen to fluent reading
- Determine main idea of a text
- Examine the structure of a story
- Identify the differences between formal and informal language and an author's purpose for using both in a story
- Identify elements of drama
- Acquire and use vocabulary
- Acquire and use domain-specific vocabulary terms
- Read grade level text with purpose and understanding
- Recognize why an author uses different points of view - 1st vs. 3rd person
- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- Come to discussions prepared, having read or studies material
- Identify the reasons and evidence a speaker provides to support particular points
- Produce complete sentences, recognizing fragments and run-on sentences
- Use different types and tenses of verbs
- Identify letter and letter patterns in spelling
- Spelling grade-appropriate words correctly
- Make inferences and predictions using the text
- Choose punctuation for effect
- Analyze difference between fact and opinion
- Identify and from compound and complex sentences using correction punctuation and conjunctions.
- Spell grade-appropriate words correctly
- Demonstrate understanding of figurative language and shades of meaning in context.
- Identify an author's purpose in writing literature
- Identify and use subject and object pronouns
- Identity Greek and Latin word parts and use them accuracy with context clues
- Use context clues in determining new vocabulary
- Identify cause and effect relationships
- Explain the message/theme of a story
- Understand characters' behavior, changes, and relationships

Stage 2: Evidence of Understanding, Learning Objectives and Expectations Benchmarks (embedded student proficiencies)

- *Reading:* By the end of the year read and comprehend literature, including stories, dramas, and poetry independently and proficiently. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts independently and proficiently.
- *Writing:* Write and develop a well written product that is organized, has an introductory sentence and concluding sentence, has a beginning, middle, and end, and communicates accurately and appropriately on topic idea.
- *Speaking and Listening:* 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.
- *Language:* Demonstrate demand of the conventions of Standard English grammar and usage when writing or speaking.

Assessment Methods (formative, summative, other evidence and/or student self-assessment)

Formative (on-going)

- Teacher Observation
- Anecdotal records/running records of oral reading fluency
- Selection quizzes/tests
- Record of independent reading
- Journal Writing/Reading Responses
- Short Answer/Constructed Response

Summative

- Benchmark Assessment/Unit Test (technology based)
- Lesson Assessments (technology based)
- Final Informative Writing: Explanatory Essay

Stage 3: Learning Plan

In Unit 2, students will take a deeper look at character relationships and examine the many different ways people express themselves. This unit incorporates a variety of genres such as fiction, nonfiction and visuals to help students gain meaning of forms of expression. Students will learn through activities such as SmartBoard lessons (Journeys created and teacher created), use of classroom laptops or Chrome books, educational songs and video clips from YouTube and Brain Pop, websites to review skills such as IXL, manipulatives, and school website links to educational games. Activities are

designed to connect meaning to the anchor texts, story structure and understanding characters will be writing a character sketch, drawing the setting and the characters, posting an online book review, creating a KWL chart, and keeping a reading journal where students can record predictions, opinions, and a list of difficult words.

Students will also gain experience with revising, rethinking, refining their understanding of the unit topics. The teachers will also use subject matter questioning to review and enhance prior learning. Students will be engaged through authentic literature, leveled reading groups, partner projects, SmartBoard lessons, dramatize scenes from a texts, themed/seasonal books, cross-curricular connections, and self-selected reading materials. Differentiation will be provided through written, visual, auditory, and hands on activities to meet all learning styles. Modify worksheets and activities for individual needs. We will use Journeys Grab-and-Go resources including graphic organizers for modified worksheets for individual needs.

In this Unit, the students will practice the 21st Century Skills of Communication and Collaboration, Critical Thinking and Problem Solving, as well as Creativity and Innovation. We also focus on many Life and Career Skills by supporting students' interactions with peers and teachers throughout their school day. In this Unit, 4th Graders will practice the 21st Century Skills of Communication and Collaboration, Critical Thinking and Problem Solving, as well as Creativity and Innovation. We also focus on many Life and Career Skills by supporting students' interactions with peers and teachers throughout their school day. Fourth grade writing pieces will focus on Interdisciplinary Themes such as Civic, Health, and Environmental literacy. Fourth grade students write using several computer programs such as Microsoft Word, Google Docs, and Google Slides.

Time Allotment

$\frac{1}{6}$ of school year

Resources

Journeys Curriculum Materials such as:

Leveled Readers, Read Alouds, Reader's Notebooks, eBooks, SmartBoard Interactive Lessons, Grab-and-Go, Teacher Websites, Student Practice Books, Vocabulary Cards
Supplemental Resources such as:

Class Library, IXL, BrainPop, Flocabulary, EdPuzzle, and Kahoot

Stage 1: Desired Results**Unit 3****Topic: Nature Affects the World****Content Standards:****Reading Standards for Literature****Key Ideas and Details**

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).

Craft and Structure

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.

Integration of Knowledge and Ideas

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.

Range of Reading and Complexity of 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.

Reading Standards for Informational Text

Key Ideas and Details

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.

Craft and Structure

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.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

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.

Range of Reading and Level of Text Complexity

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

Reading Standards for Foundation Skills

Phonics and Word Recognition

RF.4.3a-Use combined knowledge of all letter-sound correspondences, syllabication patterns, y (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4a-Read grade-level text with purpose and understanding.

RF.4.4b-Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

RF.4.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

Text Types and Purposes

W.4.1a-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.4.1b-Provide reasons that are supported by facts from texts and/or other sources.

W.4.1c-Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W.4.1d-Provide a conclusion related to the opinion presented.

W.4.2a- 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.

W.4.2c-Link ideas within paragraphs and sections of information using words and phrases (e.g., *another, for example, also, because*).

Production and Distribution of 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.4.5. 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.

Research to Build and Present Knowledge

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.4.9a-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].”).

W.4.9b-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”).

Range of Writing

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 Standards

Comprehension and Collaboration

SL.4.1a-Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.4.1b-Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c-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.

SL.4.1d-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.

Presentation of Knowledge and Ideas

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

Language Standards

Conventions of Standard English

L.4.1b-Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

L.4.1c-Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.

L.4.1g-Correctly use frequently confused words (e.g., *to, too, two; there, their*).

L.4.2c-Use a comma before a coordinating conjunction in a compound sentence.

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

Knowledge of Language

L.4.3a- Choose words and phrases to convey ideas precisely.

L.4.3b-Choose punctuation for effect.

L.4.3c-Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use

L.4.4a-Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.4b-Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).

L.4.4c-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.4.5a-Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

L.4.5b-Recognize and explain the meaning of common idioms, adages, and proverbs.

L.4.5c-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).

Essential Questions:

- How do animals influence your opinion of nature?
- How can nature influence events?
- How do events in nature affect other events?

Enduring Understandings

- Good readers have strategies that help them understand a text.
- Proper grammar mechanics promote fluency of communication.
- Good readers use various strategies to determine word meanings.
- Complete sentences have a subject and a predicate.
- Words should be spelled correctly in final drafts.
- Read independently from a “just right” book.

Knowledge and Skills (SWBAT embedded course proficiencies)

- Read and comprehend literature
- Read literature using various techniques such as phrasing punctuation, accuracy, rate, stress, and expression
- Refer to details and examples in a text and draw inferences from them
- Determine main idea of a text
- Summarize the main ideas in an informational text
- Read grade level text with purpose and understanding

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- Understand the features of a persuasive paragraph
- Demonstrate focused ideas in writing
- Write an opinion paragraph
- Acquire and use vocabulary
- Acquire and use domain specific vocabulary
- Use facts and details to support reasoning
- Use details to describe a character or event
- Consult reference materials, both print and digital, to find pronunciation and determination or clarify meaning
- Use words and phrase to convey ideas precisely
- Refer to details and examples to analyze a text independently
- Listen to fluent reading
- Use context as a clue to the meaning of a word or phrase
- Use details to determine the sequence of events in a text
- Visualize characters, settings, and events based on text details
- Refer to details and examples to analyze a text independently
- Come to discussions prepared, having read or studies material
- Identify the reasons and evidence a speaker provides to support particular points
- Produce complete sentences, recognizing fragments and run-ons
- Choose punctuation for effect
- Form and use possessive nouns in writing and speaking
- Understand the features of a problem-solution composition
- Identify text and graphic features
- Examine text structure
- Use letters and letter patterns to spell a word
- Practice spelling compound words
- Correctly use frequently confused words
- Explain scientific concepts and ideas
- Conduct a short research project
- Report on a topic.
- Understand suffixes-ful, -less, -ness, -ment and how they change a word
- Use modal auxiliaries to convey various conditions
- Identify and use irregular and helping verbs
- Use context clues in determining new vocabulary
- Identify cause and effect relationships
- Explain the message/theme of a story
- Understand characters' behavior, changes, and relationship

Stage 2: Evidence of Understanding, Learning Objectives and Expectations Benchmarks (embedded student proficiencies)

- *Reading:* By the end of the year read and comprehend literature, including stories, dramas, and poetry independently and proficiently. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts independently and proficiently.
- *Writing:* Write and develop a well written product that is organized, has an introductory sentence and concluding sentence, has a beginning, middle, and end, and communicates accurately and appropriately on topic idea.
- *Speaking and Listening:* 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.
- *Language:* Demonstrate demand of the conventions of Standard English grammar and usage when writing or speaking.

Assessment Methods (formative, summative, other evidence and/or student self-assessment)

Formative (on-going)

- Teacher Observation
- Anecdotal records/running records of oral reading fluency
- Selection quizzes/tests
- Record of independent reading
- Journal Writing/Reading Responses
- Short Answer/Constructed Response

Summative

- Benchmark Assessment/Unit Test (technology based)
- Lesson Assessments (technology based)
- Report on a weather topic
- Final Opinion Writing: Persuasive Essay

Stage 3: Learning Plan

In Unit 3, students will be examining and creating understanding for the ways nature affects all inhabitants of the world. Students will focus on positive and negative effects humans and ecosystems face when a natural disaster occurs. In addition,

students will develop a better understanding for how all living things each have an important role in the world. To aid in this understanding, students will be reading a variety of genres such as a fable, informational texts, historical fictional, narrative nonfiction, and poetry. By the end of the unit, students will discuss, with evidence, why it is important to be informed about what is happening in our world.

To assist in this, students will be engaged through activities such as SmartBoard lessons (Journeys created and teacher created), use of classroom computers and technology lab, completion of practice book pages, educational songs and video clips from YouTube, teacher websites, and school website links to educational games. Differentiation will be provided through hands on activities to meet all learning styles. For example, struggling students can act out or draw a new vocabulary word to reinforce its meaning. Modified worksheets and leveled readers can also be used to differentiate instruction. Additionally, flexible ability grouping, In-Class Support, and Basic Skills will be provided to students as needed. Journeys Grab-and-Go resources will be utilized for modified worksheets for individual needs.

In this unit, students will practice the 21st Century Skills of Communication and Collaboration, Critical Thinking and Problem Solving, as well as Creativity and Innovation. Media literacy is incorporated in the unit through SmartBoard lessons and use of classroom laptops or Chrome books to complete class projects and play educational games. We also focus on many Life and Career Skills by supporting students' positive interactions and discussions with peers and teachers throughout their school day.

Time Allotment

1/6 of school year

Resources

Journeys Curriculum Materials such as:

Leveled Readers, Read Alouds, Reader's Notebooks, eBooks, SmartBoard Interactive Lessons, Grab-and-Go, Teacher Websites, Student Practice Books, Vocabulary Cards
Supplemental Resources such as:

Class Library, IXL, BrainPop, Flocabulary, EdPuzzle, and Kahoot

Stage 1: Desired Results**Unit 4****Topic: Never Give Up!****Content Standards:****Reading Standards for Literature****Key Ideas and Details**

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).

Craft and Structure

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.

Integration of Knowledge and Ideas

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.

Range of Reading and Complexity of 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.

Reading Standards for Informational Text

Key Ideas and Details

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.

Craft and Structure

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.

Integration of Knowledge and Ideas

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.

Range of Reading and Level of Text Complexity

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

Reading Standards for Foundation Skills

Phonics and Word Recognition

RF.4.3a-Use combined knowledge of all letter-sound correspondences, syllabication patterns, y (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4a-Read grade-level text with purpose and understanding.

RF.4.4b-Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

RF.4.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

Text Types and Purposes

W.4.1.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.4.1b-Provide reasons that are supported by facts from texts and/or other sources.

W.4.1c-Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W.4.2d-Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.4.2e-Provide a conclusion related to the information or explanation presented.

W.4.3a -Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.3b-Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.4.3c-Use a variety of transitional words and phrases to manage the sequence of events.

W.4.3d-Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.4.3e-Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of 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.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Research to Build and Present Knowledge

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.4.9a- 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].”).

W.4.9b-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”).

Range of Writing

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 Standards

Comprehension and Collaboration

SL.4.1a-Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.4.1b-Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c-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.

SL.4.1d-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.

Presentation of Knowledge and Ideas

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

Language Standards

Conventions of Standard English

L.4.1a-Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

L.4.1b-Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

L.4.1c-Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.

L.4.1d-Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

L.4.1g-Correctly use frequently confused words (e.g., *to, too, two; there, their*).

L.4.2a-Use correct capitalization.

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

Knowledge of Language

L.4.3a-Choose words and phrases to convey ideas precisely.

L.4.3b-Choose punctuation for effect.

L.4.3c -Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use

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.

L.4.4a-Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.4b-Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.4.5a-Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

L.4.5b-Recognize and explain the meaning of common idioms, adages, and proverbs.

L.4.5c-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).

Essential Questions:

- What traits do successful people have in common?
- How do people from different cultures contribute to American history?
- How do people and animals benefit each other?

Enduring Understandings

- Good readers have strategies that help them understand a text.
- Proper grammar mechanics promote fluency of communication.
- Good readers use various strategies to determine word meanings.

- Complete sentences have a subject and a predicate.
- Words should be spelled correctly in final drafts.
- A theme is a message or lesson the characters learn in a story.

Knowledge and Skills (SWBAT embedded course proficiencies)

- Read and comprehend literature
- Read orally with accuracy, appropriate rate, and expression
- Listen to fluent reading
- Paraphrase portions of a text read aloud
- Review key ideas
- Acquire and use vocabulary
- Compare and contrast the thoughts, words, and actions of characters in literature
- Monitor and clarify understanding of literature
- Refer to details and examples to analyze a text
- Explain the meaning of similes and metaphors in context
- Recognize and explain the meaning of adages and proverbs
- Acquire and use domain specific vocabulary
- Present an oral report on a text
- Spell grade-appropriate words correctly
- Identify and correctly use adjectives and the nouns they describe
- Understand the structure of a descriptive paragraph
- Write a descriptive paragraph about a personal experience
- Understand author's use sequence as a structure for narrative text
- Use words and phrases to link opinion and reasons in a response paragraph
- Use Greek and Latin affixes and roots as clues to the meaning of a word
- Identify and correctly use in writing and speaking adverbs and the verbs they describe
- Write a friendly letter that uses the appropriate informal and formal voice
- Recognize the elements of story structure: characters, setting, and plot.
- Understand how to ask questions as a reading strategy
- Understand the purpose of summarizing a text
- Recognize the main ideas and supporting details of a text
- Determine the theme of a story by using details
- Compare similar themes and topics
- Describe the main events of the structure of a story, drawing on details
- Recognize and explain the meaning of idioms, adages, and proverbs
- Identify and use prepositions and prepositional phrases in writing and speaking
- Demonstrate focused word choice in writing
- Understand that readers draw conclusions and make generalizations based on text evidence
- Understand that readers make inferences based on text evidence
- Write an explanation

- Consult print and digital reference material to find pronunciation and determine or clarify meaning
- Use relationships among synonyms and antonyms to better understand word meaning
- Use relative pronouns and relative adverbs
- Organize ideas and plan the structure for the personal narrative
- Use the writing process to edit and revise the personal narrative
- Identify main ideas and details in a biography
- Use details from the text to visualize
- Identify and use correct abbreviations in writing

Stage 2: Evidence of Understanding, Learning Objectives and Expectations Benchmarks (embedded student proficiencies)

- *Reading:* By the end of the year read and comprehend literature, including stories, dramas, and poetry independently and proficiently. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts independently and proficiently.
- *Writing:* Write and develop a well written product that is organized, has an introductory sentence and concluding sentence, has a beginning, middle, and end, and communicates accurately and appropriately on topic idea.
- *Speaking and Listening:* 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.
- *Language:* Demonstrate demand of the conventions of Standard English grammar and usage when writing or speaking.

Assessment Methods (formative, summative, other evidence and/or student self-assessment)

Formative (on-going)

- Teacher Observation
- Anecdotal records/running records of oral reading fluency
- Selection quizzes/tests
- Record of independent reading
- Journal Writing/Reading Responses
- Short Answer/Constructed Response

Summative

- Benchmark Assessment/Unit Test (technology based)
- Lesson Assessments (technology based)
- Final Personal Narrative Essay

Stage 3: Learning Plan

As the theme of Unit 4 is “Never Give Up” teachers can begin the unit by asking about times in which students exhibited perseverance. As a whole class, discuss the word perseverance and then students can pair share their experiences. Students can use this brainstorming activity to write a personal narrative about a time in which they never gave up which will be a summative assessment at the end of the unit. As with the earlier units, students will read a variety of genres during the lessons to deepen the understanding of never giving up on a personal and cultural level. Reading genres for this unit include biography, poetry, historical fiction, informational text, narrative nonfiction, myth, and finally folklore.

Throughout this unit, students will be engaged through activities such as SmartBoard lessons (Journeys created and teacher created), use of classroom laptops and Chrome books, completion of practice book pages, educational songs and video clips from YouTube, teacher suggested websites, and school website links to educational games such as IXL and Ed Puzzle. Differentiation will be provided through hands on activities to meet all learning styles. For example, struggling students can act out or draw a new vocabulary word to reinforce its meaning. Modified worksheets and leveled readers can also be used to differentiate instruction. Additionally, flexible ability grouping, In-Class Support, and Basic Skills will be provided to students as needed. Journeys Grab-and-Go resources will be utilized for modified worksheets for individual needs.

In this unit, Fourth Graders will practice the 21st Century Skills of Communication and Collaboration, Critical Thinking and Problem Solving, as well as Creativity and Innovation. Media literacy is incorporated in the unit through SmartBoard lessons and use of classroom laptops or Chrome books to complete class projects and engage in educational activities. We also focus on many Life and Career Skills by supporting students’ positive interactions and discussions with peers and teachers throughout their school day.

Time Allotment

$\frac{1}{6}$ of school year

Resources

Journeys Curriculum Materials such as:

Leveled Readers, Read Alouds, Reader’s Notebooks, eBooks, SmartBoard Interactive Lessons, Grab-and-Go, Teacher Websites, Student Practice Books, Vocabulary Cards

Supplemental Resources such as:

Class Library, IXL, BrainPop, Flocabulary, EdPuzzle, and Kahoot

Unit 5

Topic: Change Is All Around

Stage 1: Desired Results

Content Standards:

Reading Standards for Literature

Key Ideas and Details

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).

Craft and Structure

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.

Integration of Knowledge and Ideas

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.

Range of Reading and Complexity of 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.

Reading Standards for Informational Text

Key Ideas and Details

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.

Craft and Structure

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.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

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.

Range of Reading and Level of Text Complexity

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

Reading Standards for Foundation Skills

Phonics and Word Recognition

RF.4.3a-Use combined knowledge of all letter-sound correspondences, syllabication patterns, y (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4a-Read grade-level text with purpose and understanding.

RF.4.4b-Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

RF.4.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

Text Types and Purposes

W.4.1a -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.4.1b-Provide reasons that are supported by facts from texts and/or other sources.

W.4.1c-Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W.4.1d-Provide a conclusion related to the opinion presented.

W.4.2a-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.

W.4.2b-Develop the topic with facts, definitions, concrete details, text evidence , or other information and examples related to the topic.

W.4.2c-Link ideas within paragraphs and sections of information using words and phrases (e.g., *another, for example, also, because*).

W.4.2e-Provide a conclusion related to the information or explanation presented.

W.4.3d-Use concrete words and phrases and sensory details to convey experiences and events precisely.

Production and Distribution of 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.4.5. 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.

Research to Build and Present Knowledge

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.4.9a-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].”).

W.4.9b-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”).

Range of Writing

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 Standards

Comprehension and Collaboration

SL.4.1a-Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.4.1b-Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c-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.

SL.4.1d-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.

Presentation of Knowledge and Ideas

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

Language Standards

Conventions of Standard English

L.4.1a-Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

L.4.1d-Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

L.4.1e-Form and use prepositional phrases.

L.4.1f-Correctly use frequently confused words (e.g., *to, too, two; there, their*).

L.4.2a-Use correct capitalization.

L.4.2b-Use commas and quotation marks to mark direct speech and quotations from a text.

L.4.2c-Use a comma before a coordinating conjunction in a compound sentence.

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

Knowledge of Language

L.4.3a-Choose words and phrases to convey ideas precisely.

L.4.3b-Choose punctuation for effect.

L.4.3c-Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use

L.4.4a-Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.4b-Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).

L.4.4c -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.4.5a-Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

L.4.5b-Recognize and explain the meaning of common idioms, adages, and proverbs.

L.4.5c- 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).

Essential Questions:

- What makes change happen?
- Does change have to be only positive or negative? Can it be both?

Enduring Understandings

- Good readers have strategies that help them understand a text.
- Proper grammar mechanics promote fluency of communication.

- Good readers use various strategies to determine word meanings.
- Complete sentences have a subject and a predicate.
- Words should be spelled correctly in final drafts.
- A theme is a message or lesson the characters learn in a story.
- Read independently from a “just right” book.

Knowledge and Skills (SWBAT embedded course proficiencies)

- Read and comprehend literature and informational text
- Read orally with accuracy, appropriate rate, natural phrasing, and expression
- Listen to fluent reading
- Paraphrase portions of a text read aloud
- Review key ideas
- Acquire and use vocabulary
- Refer to details and examples to analyze a text
- Explain the theme or lesson in a fiction story, based on text evidence
- Summarize a fiction story as an aid to understanding it
- Understand how point of view affects a story
- Recognize and explain idioms
- Use context as a clue to the meaning of a word or phrase
- Understand and use words with multiple meanings
- Consult reference materials, both print and digital, to find pronunciation and determine or clarify meaning
- Identify reasons and evidence a speaker provides to support key points
- Spell grade-appropriate words correctly
- Understand and use adjectives and adverbs to compare
- Identify the parts of a summary
- Summarize plot events
- Explain cause-and-effect relationships in text
- Describe how cause-and-effect relationships help organize the text
- Refer to details and examples when inferring and predicting
- Follow the rules of a discussion
- Make a timeline
- Write an opinion paragraph
- Conduct a short research project using technology to produce final piece
- Use negatives correctly
- Use relative pronouns and adverbs
- Identify parts of an explanation
- Interpret information presented visually, orally, and quantitatively
- Monitor comprehension and use context to form word recognition and understanding
- Use common Greek and Latin affixes and roots as clues to the meaning of a word
- Recount an experience
- Choose punctuation for effect

- Order adjectives within sentences according to conventional patterns
- Include supporting facts in a procedural composition
- Use process transitions to clarify process order
- Identify compare-and-contrast relationships
- Use the Analyze/Evaluate Strategy to examine information provided by the author
- Distinguish between facts and opinions
- Support points with facts and details
- Use commas and quotation marks to mark direct speech and quotations from a text
- Use commas before a coordinating conjunction in a compound sentence
- Practice skills related to research reports
- Use the writing process to plan a research report
- Identify reasons and evidence
- Refer to details and examples when explaining the author's purpose
- Ask questions to predict, to monitor understanding, and to reflect
- Recognize the elements of science fiction
- Use capitalization and punctuation correctly
- Draft, revise, and edit a research report
- Publish final draft

Stage 2: Evidence of Understanding, Learning Objectives and Expectations
Benchmarks (embedded student proficiencies)

- *Reading:* By the end of the year read and comprehend literature, including stories, dramas, and poetry independently and proficiently. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts independently and proficiently.
- *Writing:* Write and develop a well written product that is organized, has an introductory sentence and concluding sentence, has a beginning, middle, and end, and communicates accurately and appropriately on topic idea.
- *Speaking and Listening:* 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.
- *Language:* Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Assessment Methods (formative, summative, other evidence and/or student self-assessment)

Formative (on-going)

- Teacher Observation
- Anecdotal records/running records of oral reading fluency
- Selection quizzes/tests
- Record of independent reading
- Journal Writing/Reading Responses
- Short Answer/Constructed Response

Summative

- Benchmark Assessment/Unit Test (technology based)
- Lesson Assessments (technology based)
- Final Informative Writing : Research Report

Stage 3: Learning Plan

The theme for Unit 5 is “Change is all around us”. To launch unit five, have a class discussion with the following questions: ask students to tell about an experience they have had in which they experienced change. How are these experiences alike and different? What makes them interesting? To incorporate technology and higher level thinking, students will be assigned to a research project related to the topic: change is all around us. Students will use various google apps to research and write about a time when America underwent a change. In continuation of the unit, teachers will read texts that have characters that ‘learned lessons’ in some way. The topics taught (see knowledge and skills) should be enforced through guided reading and independent or partnered centers.

Students will be engaged through activities such as smartboard lessons (Journeys created and teacher created), use of classroom laptops and Chromebooks, completion of practice book pages, educational songs and video clips from YouTube, teacher suggested websites, and school website links to educational games such as IXL and Ed Puzzle. Differentiation will be provided through hands on activities to meet all learning styles. For example, struggling students can act out or draw a new vocabulary word to reinforce its meaning. Modified worksheets and leveled readers can also be used to differentiate instruction. Additionally, flexible ability grouping, In-Class Support, and Basic Skills will be provided to students as needed. Journeys Grab-and-Go resources will be utilized for modified worksheets for individual needs.

In this unit, Fourth Graders will practice the 21st Century Skills of Communication and Collaboration, Critical Thinking and Problem Solving, as well as Creativity and Innovation. Media literacy is incorporated in the unit through SmartBoard lessons and use of classroom laptops or Chrome books to complete class projects and play educational games. We also focus on many Life and Career Skills by supporting students’ positive interactions and discussions with peers and teachers throughout their school day.

Time Allotment

$\frac{1}{6}$ of school year

Resources

Journeys Curriculum Materials such as:

Leveled Readers, Read Alouds, Reader's Notebooks, eBooks, SmartBoard Interactive Lessons, Grab-and-Go, Teacher Websites, Student Practice Books, Vocabulary Cards

Supplemental Resources such as:

Class Library, IXL, BrainPop, Flocabulary, EdPuzzle, and Kahoot

Unit 6

Topic: Paths to Discovery

Stage 1: Desired Results

Content Standards:

Reading Standards for Literature

Key Ideas and Details

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).

Integration of Knowledge and Ideas

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

Range of Reading and Complexity of 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.

Reading Standards for Informational Text

Key Ideas and Details

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.

Craft and Structure

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*.

Reading Standards for Foundation Skills

Phonics and Word Recognition

RF.4.3a-Use combined knowledge of all letter-sound correspondences, syllabication patterns, y (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

RF.4.4b-Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

RF.4.4c-Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards**Research to Build and Present Knowledge**

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.

Range of Writing

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 Standards**Comprehension and Collaboration**

SL.4.1c-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.

SL 4.1d- 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.

Presentation of Knowledge and Ideas

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 Standards

Conventions of Standard English

L.4.1a- Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

L.4.1b-Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

L.4.1c-Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.

L.4.1d-Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

L.4.2a- Use correct capitalization.

L.4.2b- Use commas and quotation marks to mark direct speech and quotations from a text.

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

Vocabulary Acquisition and Use

L.4.4a-Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

L.4.4b-Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).

L.4.4c-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.4.5c- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Essential Questions:

- How do facts help shape opinions?
- What is a discovery?

Enduring Understandings:

- Good readers have strategies that help them understand a text.
- Proper grammar mechanics promote fluency of communication.
- Good readers use various strategies to determine word meanings.
- Complete sentences have a subject and a predicate.
- Words should be spelled correctly in final drafts.
- A theme is a message or lesson the characters learn in a story.
- Read independently from a “just right” book.
- Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
- Letters and letter combinations represent sounds.
- Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.

Knowledge and Skills (SWBAT embedded course proficiencies)

- Read and comprehend literature and informational text
- Read orally with grade-appropriate fluency, accuracy, rate, natural pausing, and expression
- Listen to fluent reading
- Paraphrase portions of a text read aloud
- Review key ideas
- Acquire and use vocabulary
- Refer to details and examples to analyze a text
- Understand and use the Review Vocabulary words
- Identify story structure in a narrative text
- Read the text to visualize story events
- Review Greek and Latin word parts
- Determine the meaning of words with Greek and Latin roots
- Make connections between text and a presentation
- Divide words into syllables
- Decode words with common final syllables
- Spell grade-appropriate words correctly
- Use and understand adjectives that compare
- Identify the features of a response to fiction
- Write a response to fiction

- Recognize ways plants, animals, and human impact the environment
- Develop background knowledge
- Identify topic, main ideas, and supporting details in informational text
- Ask questions brought up by nonfiction texts; use the text to find answers to your own questions
- Understand analogies
- Restate words with similar and opposite meanings in analogies
- Identify the features of a journal entry
- Write a journal entry
- Understand a character's traits and motivations
- Make inferences and predictions about fiction and nonfiction texts
- Use word origins to understand meaning
- Use print and digital dictionaries to find word origins and clarify meaning
- Acquire and use domain-specific vocabulary
- Research and discuss the use of symbols and images in media
- Decode words with silent consonants
- Identify and use correct pronouns
- Use and understand reflexive pronouns
- Analyze and opinion essay
- Use the writing process to plan an opinion essay
- Identify reasons and evidence a speaker provides to support points
- Explain that environment can affect animals
- Refer to details and examples when drawing conclusions and making generalizations
- Summarize important ideas
- Review and under suffixes
- Dramatize a scene from a story
- Make connections between text and a dramatization
- Use context to self-correct word recognition and understanding
- Recognize and decode words with unusual spellings
- Use pronoun contractions and homophones in speaking and writing
- Draft, revise, and edit an opinion essay
- Publish final draft

Stage 2: Evidence of Understanding, Learning Objectives and Expectations
Benchmarks (embedded student proficiencies)

- *Reading:* By the end of the year read and comprehend literature, including stories, dramas, and poetry independently and proficiently. By the end of the

year, read and comprehend informational texts, including history/social studies, science, and technical texts independently and proficiently.

- *Writing*: Write and develop a well written product that is organized, has an introductory sentence and concluding sentence, has a beginning, middle, and end, and communicates accurately and appropriately on topic idea.
- *Speaking and Listening*: 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.
- *Language*: Demonstrate demand of the conventions of Standard English grammar and usage when writing or speaking.

Assessment Methods (formative, summative, other evidence and/or student self-assessment)

Formative (on-going)

- Teacher Observation
- Anecdotal records/running records of oral reading fluency
- Selection quizzes/tests
- Record of independent reading
- Journal Writing/Reading Responses
- Short Answer/Constructed Response

Summative

- Benchmark Assessment/Unit Test (technology based)
- Lesson Assessments (technology based)
- Final Opinion Essay

Stage 3: Learning Plan

The theme for Unit 6 is "Paths to Discovery". To launch unit six, have a class discussion with the following questions: What is a discovery? What are some discoveries you have made this school year? What are some large discoveries in nature that affect both animals and humans? Students can pair share their ideas then write a short personal narrative about their discoveries.

To incorporate technology and higher level thinking, students will use various Google docs to research and write about recent scientific discoveries. Students will complete research project related to the theme of Unit 6, discoveries. In continuation of the unit, teachers will read texts that have fictional and nonfictional characters, such as Sherlock Holmes, Albert Einstein and Ernest Shackleton whom have made discoveries' in some way. The topics taught (see knowledge and skills) should be enforced through guided reading and independent or partnered centers. As a concluding writing project, students will write an opinion essay about a topic they have strong opinions about. Some examples include: We Should Save the Environment, Animals and Plants, Saving Trees by Saving Paper.

Students will be engaged through activities such as SmartBoard lessons (Journeys created and teacher created), use of classroom laptops and Chrome books, completion of practice book pages, educational songs and video clips from YouTube, teacher suggested websites, and school website links to educational games such as IXL and Ed Puzzle. Differentiation will be provided through hands on activities to meet all learning styles. For example, struggling students can act out or draw a new vocabulary word to reinforce its meaning. Modified worksheets and leveled readers can also be used to differentiate instruction. Additionally, flexible ability grouping, In-Class Support, and Basic Skills will be provided to students as needed. Journeys Grab-and-Go resources will be utilized for modified worksheets for individual needs.

In this unit, Fourth Graders will practice the 21st Century Skills of Communication and Collaboration, Critical Thinking and Problem Solving, as well as Creativity and Innovation. Media literacy is incorporated in the unit through SmartBoard lessons and use of classroom laptops or Chrome books to complete class projects and play educational games. We also focus on many Life and Career Skills by supporting students' positive interactions and discussions with peers and teachers throughout their school day.

Time Allotment

$\frac{1}{6}$ of school year

Resources

Journeys Curriculum Materials such as:

Leveled Readers, Read Alouds, Reader's Notebooks, eBooks, SmartBoard Interactive Lessons, Grab-and-Go, Teacher Websites, Student Practice Books, Vocabulary Cards
Supplemental Resources such as:

Class Library, IXL, BrainPop, Flocabulary, EdPuzzle, and Kahoot

Resources

New Jersey Student Learning Standards

<http://www.state.nj.us/education/cccs/>

Integration of 21st Century Theme(s)

The following websites are sources for the following 21st Century Themes and Skills:

<http://www.nj.gov/education/code/current/title6a/chap8.pdf>

<http://www.p21.org/about-us/p21-framework> .

<http://www.state.nj.us/education/cccs/standards/9/index.html>

21st Century Interdisciplinary Themes (into core subjects)

- **Global Awareness**
- **Financial, Economic, Business and Entrepreneurial Literacy**
- **Civic Literacy**
- **Health Literacy**
- **Environmental Literacy**

Learning and Innovation Skills

- **Creativity and Innovation**
- **Critical Thinking and Problem Solving**
- **Communication and Collaboration**

Information, Media and Technology Skills

- **Information Literacy**
- **Media Literacy**
- **ICT (Information, Communications and Technology) Literacy**

Life and Career Skills

- **Flexibility and Adaptability**
- **Initiative and Self-Direction**
- **Social and Cross-Cultural Skills**
- **Productivity and Accountability**
- **Leadership and Responsibility**

Integration of Digital Tools

- **Classroom laptops/Chrome books**
- **Internet**
- **Technology and Stem Lab**
- **Other software programs**

