

Audubon Public Schools



Grade 4: English Language Arts

Curriculum Guide

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Course Description

Grade 4: English Language Arts

In grade four, students will continue to build essential reading, writing, speaking, listening and language skills. In order to ensure that we are promoting college and career readiness, students will be exposed to a variety of materials of varying levels of difficulty. Students are expected to understand and clearly summarize what they have learned from readings and collaborative discussions, citing specific evidence and details from the text. Students will analyze both nonfiction and literary text through close reading, while continuing to build a foundation for proficiency in the English language in terms of grammar and other writing skills. Students will write a variety of pieces that extend across other subject areas of the fifth grade curriculum. All lessons should be aligned to the New Jersey Student Learning Standards. Teachers will use a multitude of approaches to promote student growth, including whole group, small group, and individual teaching techniques in the classroom.

Overview / Progressions

Overview		Reading		Writing	Speaking & Listening	Language
Unit 1	Focus standards (Objectives)	RL 1 RL 2 RL 3 RL 4	RI 1 RI 2 RI 3 RI 4	W 4 W 5 W 6 W 10 W 9	SL1 SL2 SL4 SL6	L1 L2
	Ancillary standards (Review)					
Unit 2	Focus standards (Objectives)	RL 4	RI 1 RI 2 RI 3 RI 4 RI 5 RI 6 RI 7	W 2 W 4 W 7 W 8	SL 1 SL 2 SL 3 SL 4 SL 5	L 2 L 3 L 6
	Ancillary standards (Review)					
Unit 3	Focus standards (Objectives)	RI 5 RL 6 RL 7 RL9		W3	SL 4 SL 5	L.4 L.5 L.6
	Ancillary standards (Review)	RL 1 RL 2	RI 1 RI 2	W4 W5	SL1 SL2	L1 L2

		RL 3 RL 4	RI 3 RI 4 RI 5 RI 6	W6 W9 W10	SL4 SL6	
Unit 4	Focus standards (Objectives)		RI 6 RI 8 RI 10	W 1	SL 1 SL 4	L 1 L 2 L 3
	Ancillary standards (Review)		RI 1 RI 2 RI 3 RI 4		SL 2 SL 3 SL 5	L 4 L 5 L 6

Subject: ELA	Grade: 4	Unit: 1	1st Trimester
Focus Standards: Reading		Critical Knowledge and Skills	
<p>RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>RL.4.1</p> <ul style="list-style-type: none"> ● Support thinking beyond the text with specific evidence based on personal experience or knowledge or evidence from the text ● Sustain attention to a text read over several days, remembering details and revising interpretations as new events are encountered ● Infer causes of problems or outcomes in fiction text <p>Provide specific examples and evidence (either orally or in writing) to support written statements about the quality, accuracy, or craft of a text</p>	
<p>RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>		<p>RI.4.1</p> <ul style="list-style-type: none"> ● References from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text <p>RL.4.2:</p> <ul style="list-style-type: none"> ● Identify important ideas in a text (including some longer and more complex narratives) and report them in an organized way, either orally or in writing ● Identify main ideas and supporting details ● Include appropriate and important details when summarizing texts 	
<p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>		<p>RI.4.2:</p> <ul style="list-style-type: none"> ● Summarize the key points of a text ● Identify details to support the main idea ● Identify at least two main ideas in informational texts ● Explain how the author supports main ideas in informational text with key details 	

<p>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).</p>	<p>RL.4.3:</p> <ul style="list-style-type: none"> ● Notice and remember attributes and actions that will ● help in understanding character development ● Make inferences about multiple characters and complex plots, with some subplots ● Provide details that are important to understanding the relationships among plot, setting, and character traits 	
<p>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 mythology (e.g., Herculean).</p>	<p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p>	<p>RL & RI 4.4:</p> <ul style="list-style-type: none"> ● Add new vocabulary words to known words and use them in discussion and in writing ● Demonstrate knowledge of flexible ways to solve words (noticing word parts, noticing ending and prefixes) ● Purposefully acquire vocabulary from text and use new words in talk and writing (including
<p>RL.4.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>RI.4.5:</p> <ul style="list-style-type: none"> ● Explain how the text organization (i.e.: chapters, scenes, stanzas, concepts, ideas, events) fit into the overall structure of a text 	
<p>Focus Standards: Speaking and Listening</p>	<p>Critical Knowledge and Skills</p>	
<p>SL 4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>A.Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<ul style="list-style-type: none"> ● Prepare prior to collaborative discussion ● Follow discussion protocol ● Ask and answer questions to clarify information or gain further understanding ● Contribute new information to the discussion and build off the ideas of others 	

<p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	
<p>SL.4.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally (e.g., visually, quantitatively, and orally)</p>	<p>SL.4.2:</p> <ul style="list-style-type: none"> ● Identify the key points and supporting details of a text presented orally ● Summarize a written text read aloud or information presented in multiple formats
<p>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.</p>	<p>SL.4.4:</p> <ul style="list-style-type: none"> ● Make points in logical order, keeping their audience in mind
<p>SL.4.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)</p>	<p>SL.4.6:</p> <ul style="list-style-type: none"> ● Speak for a variety of purposes ● Distinguish between formal and informal discourse ● Adapt speech to a variety of contexts and tasks
<p>Focus Standards: Language</p>	<p>Critical Knowledge and Skills</p>
<p>L 4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p>	<p>L 4.1</p> <ul style="list-style-type: none"> ● Use nouns and pronouns that are in agreement (Mike/he) ● Use indefinite and relative pronouns correctly (me, him, her; I, he, she) ● Use adjectives and adverbs correctly ● Use form and progressive correctly ● Model conditions correctly ● Order adjectives correctly

<p>B. Form and use the progressive (e.g., <i>I was walking</i>; <i>I am walking</i>; <i>I will be walking</i>) verb tenses.</p> <p>C. Use modal auxiliaries (e.g., <i>can</i>, <i>may</i>, <i>must</i>) to convey various conditions.</p> <p>D. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p>	
<p>L 4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use correct capitalization.</p> <p>B. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>C. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>D. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> ● Use capital letters correctly in dialogue ● Use commas to identify a series and to introduce clauses ● Use a dictionary to check on spelling and meaning ● Employ self-monitoring strategies for continually accumulating ability to ● Read and write accurately a large core of high-frequency words (working ● toward automatic knowledge of the 500 most frequent)
<p>Focus Standards: Writing</p>	<p>Critical Knowledge and Skills</p>
<p>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.)</p>	<ul style="list-style-type: none"> ● Separate the story elements into clear categories ● Organize the writing to fit the prompt ● Include examples from a text, knowledge, and/or their life to support their reasons
<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p>	<ul style="list-style-type: none"> ● Use strategies to edit and revise ● Use graphic organizers and checklist to guide writing ● Use checklists in order to edit elements of writing

<p>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.</p>	<ul style="list-style-type: none"> ● Use technology to type and essays ● Learn technology programs to aid in editing ● Learn technology programs to aid in peer sharing and editing ● Use keyboarding skills to type published pieces
<p>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.</p>	<ul style="list-style-type: none"> ● Use note taking strategies ● Use graphic organizers to prepare for writing ● Create lists to organize information ● Use multiple texts to answer prompts
<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.4.9A. Apply grade 4 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> <p>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, identifying which reasons and evidence support which point[s]”).</p>	<ul style="list-style-type: none"> ● Use strategies for reading literary and informational text to investigate topics ● Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events ● Explain how an author uses proof to support a point in informational text ● Prove each point with evidence from the text ● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
<p>W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
<p>Cross-Curricular Connections</p>	
<ul style="list-style-type: none"> ● Informational reading in science: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4-PS3-1) ● Informational writing in science using similar structures: Draw evidence from literary or informational texts to support analysis, reflection, and research. (4- ESS1-1) ● Rocks and Minerals Reading: Draw evidence from literary or informational texts to support analysis, reflection, and research. (4- ESS1-1) 	
<p>Enduring Understanding</p>	<p>Essential Questions</p>

<ul style="list-style-type: none"> ● Students will need to explain what a text says explicitly while also interpreting and inferring the main ideas from a text by drawing on key details. ● Students will pay attention to what characters do and to the most important events in the story to think about what messages the author is trying to teach or themes that might be found in a story, play, or poem. Students will also summarize a story, play, or poem by referencing the key elements. 	<ul style="list-style-type: none"> ● How do readers select important events to retell the important parts of the story? ● How do readers choose specific details to reference in a text to answer questions? ● How do readers find evidence to support particular points in a text?
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Differentiation		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	

Subject: ELA	Grade: 4	Unit: 2 Informational	1st-2nd Trimester
Focus Standards: Reading		Critical Knowledge and Skills	
<p>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.</p>		<ul style="list-style-type: none"> ● use relevant details and examples to draw inferences ● draw inferences helps us better understand the text ● make relevant connections when draw inferences 	
<p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text</p>		<ul style="list-style-type: none"> ● determine the main idea of a text ● explain how the main idea is supported by key details 	
<p>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.</p>		<ul style="list-style-type: none"> ● explain events in a historical, scientific or technical text based on specific information from the text ● explain procedures in a historical, scientific or technical text, based on specific information from the text ● explain ideas in a historical, scientific or technical text based on specific information from the text ● explain concepts in a historical, scientific, or technical text, based on specific information from the text ● include what happened and why when explaining events, procedures, ideas, or concepts in an informational text 	
<p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i></p>		<ul style="list-style-type: none"> ● Determine the meaning of general academic words in text ● Determine the meaning of domain specific words in text 	

<p>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.</p>		<ul style="list-style-type: none"> ● describe the overall structure of comparison in a text or part of text using the events, ideas, concepts, or information read ● describe the overall structure of cause/effect in a text or part of a text using the events, ideas, concepts, or information read ● describe the overall structure of problem/solution in a text or part of a text using the events, ideas, concepts, or information read ● describe the overall structure of description in a text or part of a text using the events, ideas, concepts, or information read
<p>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.</p>		<ul style="list-style-type: none"> ● compare and contrast a firsthand and secondhand account of the same event or topic ● describe the differences in focus and the information provided.
<p>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.</p>		<ul style="list-style-type: none"> ● information can be shown in different ways ● visual and quantitative information must be interpreted before we can explain how it contributes to the text
<p>Focus Standards: Writing</p>		<p>Critical Knowledge and Skills</p>

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

A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).

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

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

- use precise language and domain-specific vocabulary to inform about the topic
- use precise language and domain-specific vocabulary to explain the topic
- the use of precise language and domain specific vocabulary can be used to explain and inform about a topic
- develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic
- link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because)
- use precise language and domain-specific vocabulary to inform about the topic
- use precise language and domain-specific vocabulary to explain the topic
- the use of precise language and domain specific vocabulary can be used to explain and inform about a topic

<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> ● produce clear and coherent writing in which the development is appropriate to task, purpose and audience ● produce clear and coherent writing in which the organization is appropriate to the task, purpose, and audience ● use technology, including the Internet, to produce writing with some guidance and support from adults
<p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<ul style="list-style-type: none"> ● conduct short research projects that build knowledge through investigation of different aspects of a topic.
<p>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.</p>	<ul style="list-style-type: none"> ● recall and gather relevant information from experiences and print and digital resources ● take notes and categorize information ● provide a list of sources ● if you are taking information directly from a source you need to provide a list of sources
<p>Focus Standards: Language</p>	<p>Critical Knowledge and Skills</p>
<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> ● spell grade-appropriate words correctly, using references as needed

<p>D. Spell grade-appropriate words correctly, consulting references as needed.</p>	
<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose words and phrases to convey ideas precisely.</p>	<ul style="list-style-type: none"> ● use knowledge of language and its conventions when speaking ● use knowledge of language and its conventions when writing ● choose words and phrases to convey ideas precisely when writing ● choose words and phrases to convey ideas precisely when speaking
<p>Focus Standards: Speaking and Listening</p>	<p>Critical Knowledge and Skills</p>
<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>	<ul style="list-style-type: none"> ● pose and respond to specific questions to clarify or follow up on information ● make comments that contribute to the discussion and link to the remarks of others
<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p>	<ul style="list-style-type: none"> ● Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
<p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>	<ul style="list-style-type: none"> ● Identify the reasons and evidence a speaker provides to support particular points.

<p>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.</p>	<ul style="list-style-type: none"> ● report on a topic or text, telling a story, or recounting an event in an organized, logical manner ● Use relevant facts and descriptive details that add to the reporting of a topic or event ● Present information orally and in coherent, spoken sentences ● Use an appropriate pace when presenting ● Present and logically support personal opinions
<p>SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<ul style="list-style-type: none"> ● use audio recordings and visual displays can enhance the development of main ideas and themes
<p>Ancillary Standards</p>	
<p>Formative Assessments</p>	<p>Summative Assessments</p>
<ul style="list-style-type: none"> ● Quick Writing ● Whiteboard work ● Anecdotal Notes ● Classroom Observation ● Response to Literature ● Choice Board ● Written Comprehension Questions ● Storyworks/Scholastic News Think and Write ● Guided Questions 	<ul style="list-style-type: none"> ● Common Assessment ● On Demand Writing ● Unit Assessments ● DRA ● Storyworks/Scholastic News Assessment
<p>Suggested Primary Resources</p>	<p>Suggested Supplemental Resources</p>
<ul style="list-style-type: none"> ● Storyworks/StoryworksJr ● Scholastic News ● Guided Reading Books ● Nicky 5th Garden State Adventure ● Orphan of Ellis Island 	<ul style="list-style-type: none"> ● Social Studies Primary Source Documents ● Social Studies Short Stories ● IXL ● Mentor Texts ● Anchor Charts

	<ul style="list-style-type: none"> ● Graphic Organizers ● Youtube Videos ● Readworks ● Newsela
Cross-Curricular Connections	
<p>Draw evidence from literary or informational texts to support analysis, reflection, and research. (4- ESS1-1) 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. (4-ESS1-1) Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time: 4-ESS1-1</p>	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Writers use their knowledge of the writing process and to produce writing in different genres and for different audiences and purposes. 	<ul style="list-style-type: none"> ● How can I use a previously read text or other material and information to explore ideas? How can I write the way these authors do?

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		

<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
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Subject: ELA	Grade: 4	Unit: 3 Narrative	2nd - 3rd Trimester
Focus Standards: Reading		Critical Knowledge and Skills	
RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		<ul style="list-style-type: none"> ● Support thinking beyond the text with specific evidence based on personal experience or knowledge or evidence from the text ● Sustain attention to a text read over several days, remembering details and revising interpretations as new events are encountered ● Infer causes of problems or of outcomes in fiction and nonfiction text Provide specific examples and evidence (either orally or in writing) to support written statements about the quality, accuracy, or craft of a text 	
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.		<ul style="list-style-type: none"> ● Identify and discuss the problem, the events of the story, and the problem resolution ● Summarize longer narrative text with multiple episodes either orally or in writing 	

		<ul style="list-style-type: none"> ● Remember the story problem and significant details over the reading of a longer text in order to continue constructing meaning ● Write summaries that reflect literal understanding of a text Reflect awareness of the author’s underlying messages (themes)
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).		<ul style="list-style-type: none"> ● Describe the characters using literal and inferential story details ● Analyze how the actions of characters influence the story events ● Notice and remember attributes and actions that will help in understanding character development ● Make inferences about multiple characters and complex plots, with some subplots ● Provide details that are important to understanding the relationships among plot, setting, and character traits
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.		<ul style="list-style-type: none"> ● Notice and understand text structure including description, temporal sequence, comparison and contrast, cause and effect, and problem and solution ● Understand, talk about, and/or write or draw when a writer has used underlying organizational structures (description, compare/contrast, temporal sequence, problem/solution, cause/effect) ● They will pay attention to signal words to figure out the types of structures used: cause and effect (because the..., therefore, so, as a result), compare and contrast (both, alike, similar, different, unlike), chronology (before, then, during, first, next, after, finally), problem-solution (challenge, is ● Show awareness of temporal sequence, compare and contrast, cause and effect, and problem and solution Comment on how layout contributes to the meaning and effectiveness of both fiction and nonfiction texts

		<ul style="list-style-type: none"> ● Determine elements of poetry including verse, rhythm and meter and explain how they relate to the over all meaning ● Determine elements of a drama and explain how they relate to the over all understanding of the 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.		<ul style="list-style-type: none"> ● Recognize the narrator of the text and identify point of view ● Discuss how the point of view choice (first or third person) contributes to the effectiveness of the writing and/or the interpretation/understanding of the theme, problem/solution, etc.
RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.		<ul style="list-style-type: none"> ● Recognize and discuss the artistic aspects of a text, including how illustrations and narrative from a cohesive whole ● Interpret and respond to illustrations ● Derive and record information from graphics ● Summarize ideas from oral presentations or reading ● Draw information from both text (print) and non-text (photos, sound effects, animation, illustrations, variation in font and color) elements
RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.		<ul style="list-style-type: none"> ● Make connections to other texts by topic, major ideas, authors' styles, and genres ● Use knowledge form one text to help understand diverse cultures and setting encountered in new texts ● Make connections to other texts by topic, major ideas, authors' styles, and genres t
Focus Standards: Writing		Critical Knowledge and Skills
W4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		<ul style="list-style-type: none"> ● write narratives to develop real or imagined experiences or events using narrative technique ● write narratives to develop real or imagined experiences or events using descriptive details

<p>A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>C Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>D Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E Provide a conclusion that follows from the narrated experiences or events.</p>	<ul style="list-style-type: none"> ● write narratives to develop real or imagined experiences or events using clear event sequences ● orient the reader by establishing a situation and introducing a narrator and/or characters ● organize an event sequence that unfolds naturally ● dialogue and description are used to develop experiences and events or show the responses of characters to situations ● use dialogue and description to develop experiences and events or show the responses of characters to situations ● use a variety of transitional words and phrases to manage the sequence of events ● use concrete words and phrases and sensory details to convey experiences and events precisely ● provide a conclusion that follows from the narrated experiences or events
<p>Focus Standards: Language</p>	<p>Critical Knowledge and Skills</p>
<p>L4.4 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.</p> <p>A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> ● it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading ● determine the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies ● use context as a clue to the meaning of a word or phrase

<p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p> <p>C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<ul style="list-style-type: none"> ● use reference materials, both print and digital, to find the pronunciation and determine the precise meaning of key words and phrases
<p>L4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<ul style="list-style-type: none"> ● figurative language, word relationships and nuances contribute to the meaning of a text ● demonstrate understanding of figurative language, word relationships, and nuances in word meanings
<p>L4.6 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., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<ul style="list-style-type: none"> ● acquire and use accurately grade-appropriate general academic words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic
<p>Focus Standards: Speaking and Listening</p>	<p>Critical Knowledge and Skills</p>
<p>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</p>	<p>Report on a topic or text, telling a story, or recounting an event in an organized, logical manner</p> <ul style="list-style-type: none"> ● Use relevant facts and descriptive details that add to the reporting of a topic or event

details to support main ideas or themes; speak clearly at an understandable pace.	<ul style="list-style-type: none"> • Present information orally and in coherent, spoken sentences • Use an appropriate pace when presenting • Present and logically support personal opinions
Ancillary Standards	
RL4, W4, W5 , W6 , W8, W 9, W 10, L1, L 2, SL 1, SL 2, SL4, SL6	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> • Quick Writing • Whiteboard work • Anecdotal Notes • Classroom Observation • Response to Literature • Choice Board • Written Comprehension Questions • Storyworks/Scholastic News Think and Write Guided Questions 	<ul style="list-style-type: none"> • Common Assessment • On Demand Writing • Unit Assessments • DRA • Storyworks/Scholastic News Assessment
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> • Storyworks/StoryworksJr • Scholastic News • Guided Reading Books • Nicky 5th Garden State Adventure • Orphan of Ellis Island 	<ul style="list-style-type: none"> • Social Studies Primary Source Documents • Social Studies Short Stories • IXL • Mentor Texts • Anchor Charts • Graphic Organizers • Youtube Videos • Readworks • Newsela
Cross-Curricular Connections	
<p>Social Studies immigration: 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).</p> <p>Social Studies New Jersey Regions: 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level. • 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government. • 6.1.5.CivicsPI.7: Explain how national and state governments share power in the federal system of government.</p>	
Enduring Understanding	Essential Questions

<ul style="list-style-type: none"> ● Realistic fiction contains some things that may not have happened, and characters that may not exist, but could. ● Historical fiction can teach facts about events that took place through the lens of a character that did not exist but their experiences would be similar to those who lived through the event. ● Characters grow and change throughout a story, their struggles and what they have learned from this growth contribute to the overall theme or message of the story. 	<ul style="list-style-type: none"> ● What are the story elements of a fictional narrative? How can I use these story elements to create my own fictional narrative? ● How can I use elements of a fictional Narrative to continue or add on to a story keeping consistent with story elements including setting, character, view point.
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504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	

Subject: ELA	Grade: 4	Unit: 4 Informational/ Opinion	3rd Trimester
Focus Standards: Reading		Critical Knowledge and Skills	
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.		<ul style="list-style-type: none"> • compare and contrast a firsthand and secondhand account of the same event or topic • describe the differences in focus and the information provided. 	
RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.		<ul style="list-style-type: none"> • explain how an author uses reasons to support particular points in a text • explain how an author uses evidence to support particular points in a text 	
RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.		<ul style="list-style-type: none"> • read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. 	
Focus Standards: Writing		Critical Knowledge and Skills	

<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>B. Provide reasons that are supported by facts from texts and/or other sources.</p> <p>C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>D. Provide a conclusion related to the opinion presented</p>	<ul style="list-style-type: none"> ● write opinion pieces on topics or text ● support a point of view with reasons and information ● introduce a topic or text clearly ● state an opinion ● create an organizational structure where related ideas are grouped to support the writer’s purpose ● provide reasons that are supported by facts from texts and/or other sources ● link (connect) opinion and reasons using words and phrases(e.g., for instance, in order to, in addition) ● words and phrases are used to link opinions and reasons, (for instance, in order to, in addition.) ● provide a conclusion related to the opinion presented
<p>Focus Standards: Language</p>	<p>Critical Knowledge and Skills</p>
<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<ul style="list-style-type: none"> ● use modal auxiliaries(e.g., can, may, must) to convey various conditions within a writing or while talking ● order adjectives within a sentence in a conventional pattern ● correctly use frequently confused words (e.g., to, too, two, there, their)

<p>C. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>D. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>G. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p>	
<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>D. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> ● spell grade-appropriate words correctly, using references as needed
<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose words and phrases to convey ideas precisely.</p>	<ul style="list-style-type: none"> ● use knowledge of language and its conventions when speaking ● use knowledge of language and its conventions when writing ● choose words and phrases to convey ideas precisely when writing ● choose words and phrases to convey ideas precisely when speaking
<p>Focus Standards: Speaking and Listening</p>	<p>Critical Knowledge and Skills</p>
<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>,</p>	<ul style="list-style-type: none"> ● pose and respond to specific questions to clarify or follow up on information ● make comments that contribute to the discussion and link to the remarks of others

<p>building on others' ideas and expressing their own clearly.</p> <p>C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>	
<p>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.</p>	<p>Report on a topic or text, telling a story, or recounting an event in an organized, logical manner</p> <ul style="list-style-type: none"> • Use relevant facts and descriptive details that add to the reporting of a topic or event • Present information orally and in coherent, spoken sentences • Use an appropriate pace when presenting • Present and logically support personal opinions
Ancillary Standards	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Quick Writing ● Whiteboard work ● Anecdotal Notes ● Classroom Observation ● Response to Literature ● Choice Board ● Written Comprehension Questions ● Storyworks/Scholastic News Think and Write ● Guided Questions 	<ul style="list-style-type: none"> ● Common Assessment ● On Demand Writing ● Unit Assessments ● DRA ● Storyworks/Scholastic News Assessment
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Storyworks/StoryworksJr ● Scholastic News ● Guided Reading Books ● Nicky 5th Garden State Adventure ● Orphan of Ellis Island 	<ul style="list-style-type: none"> ● Social Studies Primary Source Documents ● Social Studies Short Stories ● IXL ● Mentor Texts ● Anchor Charts ● Graphic Organizers

	<ul style="list-style-type: none"> ● Youtube Videos ● Readworks ● Newsela
Cross-Curricular Connections	
Science and Social Studies topics	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Writers use their knowledge of the writing process and how writers work to produce writing in different genres and for different audiences and purposes. ● Writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide writers in decisions about mechanics. ● Writers list reasons in an organized way, using linking words and provide a strong conclusion to effectively express opinions. 	<ul style="list-style-type: none"> ● What have I read that I can use to help write my own persuasive writing? How can I write the way these authors do? How can I reflect and self correct during the revision process? ● How can I express my opinion in an effective way?

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		

- Chromebooks
- Internet research
- Online programs

- Virtual collaboration and projects
- Presentations using presentation hardware and software

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Kelly McShane, Lisa McGilloway, Beth Canzanese, Revised by Nicole Racite

Reapproved June 2017

Course Title: English Language Arts Unit Name: Comprehension Grade Level: 4

<p>Content Statements</p> <p>Reading is a balanced application of skills used with the ultimate goal of comprehending what is read. Comprehension involves the flexible and purposeful use of a variety of reading strategies: monitoring for meaning (metacognition), questioning, creating sensory images (visualizing), inferring, using schema (background knowledge), determining importance, and synthesizing. These skills and strategies can be learned and applied in a Reading Workshop setting as well as across the curriculum.</p>	<p>NJSLS</p> <p>RI.4.1-10 RL.4.1-7,9-10 L.4.1-6 SL.4.1-6</p>
<p>Overarching Essential Questions</p> <p>What are my responsibilities as a student in a Reading Workshop?</p> <p>How can I read the words in the texts that I choose, in the texts I am required to read, and in the texts that I read electronically?</p> <p>How can I use strategies to track our thinking and make meaning while reading?</p> <p>How can I cite appropriate evidence from the text to support my thinking?</p>	<p>Overarching Enduring Understandings</p> <p>The routines of Reading Workshop allow me to read and understand a variety of texts written for different purposes.</p> <p>Reading involves decoding words in order to understand what is read.</p> <p>Comprehension is a recursive process that involves both the reader and the text.</p> <p>Successful readers understand that reading is thinking and flexibly use a variety of strategies while reading. Over time, this strategy use becomes automatic.</p> <p>Explaining understanding of the text by using relevant connections, and textual evidence, is important to prove their answers.</p>

<p>Unit Essential Questions</p> <p>How can I work successfully in Reading Workshop in ways such as:</p> <ul style="list-style-type: none"> ● Understand and explain the different parts of a reading workshop: guided reading, shared reading, independent reading, literature circles, focus lessons, read alouds, etc.? ● Understand how to choose a just right book or reasons for abandoning a book? ● Use the procedures for the classroom library? ● Know the differences between genres in fiction: historical fiction, realistic fiction, science fiction, fantasy? ● Know the differences between fiction and nonfiction? ● Write Response to Literature letters to show how I can answer questions, summarize, or use reading strategies? ● Understand the procedures and reasons for conferencing with the teacher? ● Use comprehension strategies taught in focus lessons in Reading Workshop and across the curriculum? ● Respond to what I read about in different written ways? ● Help create “anchor charts” to use for future reference? ● Participate in daily independent reading time? ● Listen to and create book talks about what I am reading? 	<p>Unit Enduring Understandings</p> <p>I need to constantly monitor what I am reading in order to be sure that my reading is making sense. I need to use fix-up strategies when I realize I am not understanding.</p> <p>I can ask questions before, during, and after reading to help me understand what I am reading and to give me a reason to read on.</p> <p>I can create sensory images, ‘a movie in my mind,’ while reading in order to understand what I am reading and take my understanding beyond the text.</p> <p>I can infer, or read between the lines, in order to understand beyond the words on the page.</p> <p>I can use my background knowledge to help understand what I am reading.</p> <p>I can determine what is important to understand in the texts I am reading.</p> <p>I can synthesize by using two or more strategies at the same time in order to come to a new understanding that is not in the text.</p> <p>I can determine word meaning in texts about other cultures and religions, like myths, by using context clues or reference materials.</p> <p>I can use text features to demonstrate my understanding of the text I am reading.</p>

<ul style="list-style-type: none"> ● Use text features in Reading Workshop and across the curriculum? ● Recognize different print formats? ● Understand that reading strategies can be used across the curriculum? <p>How can I monitor for meaning while reading in ways such as:</p> <ul style="list-style-type: none"> ● Recognize when my reading is not making sense? ● Review, develop, and apply fix-up strategies when I recognize my reading is not making sense? ● Leave tracks of my thinking in writing and during discussions? ● “Listen in” on the inner conversation that happens when I am reading texts? ● Set a purpose for why I am reading a text? ● Read texts from different points of view? ● Read to identify an author’s purpose, views, or beliefs? ● Tell how a fix-up strategy helped me make sense of my reading in discussion or in writing? ● Reread to make sense of different paragraphs or sections of text? ● Read at different speeds depending on my purpose for reading? ● Use graphic organizers, sticky notes, etc. to help hold my thinking? <p>How can I use questions to help my reading in ways such as:</p> <ul style="list-style-type: none"> ● Ask questions before, during, and after my reading? ● Identify and create thick questions (inferential) and thin questions (literal)? 	<p>There are differences between poems, drama and prose. I can identify those differences by referencing poetic structure, characters, setting, dialogue and stage direction.</p> <p>Many stories, myths and texts of traditional literature have similar themes, topic, patterns and events; some are very different.</p> <p>Firsthand accounts of the same event or topic can have different information and focus.</p> <p>Authors of informational text often use facts and information in ways that support their assertion.</p>
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<ul style="list-style-type: none"> ● Understand that some questions get answered while others linger? ● Understand how “wondering questions” (How? Why? What if?) can lead to research with nonfiction texts? ● Explain how questions help clear up thinking or take my reading deeper? ● Understand how questioning helps me make inferences and build new schema? ● Locate evidence in the text that supports or answers questions? ● Use the ideas of others to make, change, or answer questions? ● Explain how questioning can help me be a better reader? <p>How can I create sensory images while reading in ways such as:</p> <ul style="list-style-type: none"> ● Create sensory images during and after reading? ● Understand that all five senses are part of creating sensory images? ● Write or draw examples of sensory images and explain how they helped me understand the text? ● Use visualizing to help remember the events that were read? ● Use visualizing to help make an inference or draw a conclusion? ● Change images when I get new information or someone brings up a different point? ● Explain how choice of words can help create a sensory image? ● Make a movie in my mind to help understand a fictional text? ● Notice how authors create sensory images so I can use these ideas in my writing? 	
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<ul style="list-style-type: none">● Explain how creating sensory images can help me understand what I am reading?● Identify the sensory images in poems?● Recognize figurative language such as similes and metaphors? <p>How can I make inferences when I am reading in ways such as:</p> <ul style="list-style-type: none">● Use context clues to help me infer the meaning of new words or ideas?● Use the text and my background knowledge to help draw a conclusion about what I am reading?● Use the text to help me infer answers that are not “right there?”● Cite a sentence or paragraph from the text that makes me think a certain way?● Use text clues and background knowledge to make inferences about characters?● Use inferring to help understand how text features can help me when reading nonfiction?● Use inferences to make and revise predictions?● Use inferences to identify the theme (main idea) of a text?● Infer why the author wrote a text?● Explain how inferences help my understanding of what I read? <p>How can I use my schema to help me understand what I am reading in ways such as:</p> <ul style="list-style-type: none">● Be aware of my background knowledge and how it helps me before, during, and after reading?● Identify the three types of relevant connections and how they help me make meaning?	
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<ul style="list-style-type: none">● Understand that my own schema can affect the way I read and understand something?● See how schema about an author can help me understand what I am reading?● Know when I need to get more schema in order to understand what I am reading?● Explain how schema about text features can help me read nonfiction?● Be aware of how my schema changes as I get new information?● Understand that schema helps me to connect what I already know with what I am learning?● Make or revise predictions as I get new schema?● Recognize how things like propaganda techniques, biases, and points of view can affect my understanding of what I read?● Explain how my schema helps me to understand what I read? <p>How can I determine what is important about what I am reading and use it to help my understanding in ways such as:</p> <ul style="list-style-type: none">● Understand what is important at the word, sentence, paragraph, or passage level?● Use key details to help me summarize?● Explain the main idea of what I've read by determining what was important?● Understand that what is important is different from what is interesting?● Explain how stating what is important is influenced by why I am reading something?● Identify the key details to identify theme in a story?● Understand how text organization like cause/effect or fact/opinion can help determine what is important?	
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<ul style="list-style-type: none">● Use determining what is important to help with taking notes and research in the content areas?● Recognize and use ways to organize important information: charts, outlines, graphics, etc.● Explain how determining what is important can help me understand what I am reading? <p>How can I move toward synthesizing while reading in ways such as:</p> <ul style="list-style-type: none">● Understand that synthesizing is a combination of different reading strategies?● Explain how my thinking about a text changed as I read it?● Understand how synthesizing can help with summarizing?● Compare and contrast texts of the same genre to determine different themes.● See that synthesizing can be shown through the multiple intelligences?● Explain how text structures can help me synthesize new information I am reading in nonfiction texts?● Put together information from more than one source to help draw conclusions about what I am reading?● Make connections across more than one representation (visual or oral) ?● Recognize an author’s purpose, ideas, views, or beliefs?● Understand how synthesizing can help me understand texts across the curriculum?●	
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<p>Unit Rationale</p> <p>The ultimate goal of the reader is to understand the text. Readers need a repertoire of strategies to help them make sense of text in all content areas as well as in daily reading. The seven comprehension strategies must be taught explicitly and purposefully so that students are fluent in the use of each one. Additionally, students must be guided in applying these strategies in a variety of reading contexts for pleasure as well as for information. Mastery of these strategies will lead to the ability to understand reading materials both in and out of the classroom. The ability to understand what is read is vital to a learner in the 21st century.</p>	<p>Unit Overview</p> <p>In this unit students will continue to apply the use of the comprehension strategies they have learned through the grades. They will become more independent with the use of these strategies depending on the reading task. In addition they will articulate, through discussion and in writing, how the use of reading strategies aids in their overall comprehension. Finally, they will progress toward synthesizing the use of all strategies both in reading and across the curriculum. Application of the strategies in order to address the standardized test demands of working with text and analyzing text will be emphasized.</p>
<p>Suggested Activities for Inclusion in Lesson Planning</p> <p>Response to Literature Letters and daily Independent Reading Reading Response Logs, Journals Guided Reading Groups Author Studies Book Talks Focus Lessons Teacher created assessments of texts read Read myths to practice determining word meaning through context or reference materials Anchor Charts – mentor authors, reading strategy use, etc. Include reading in the area of poetry and drama. Whole Group: read a two firsthand accounts of an event--Tesla/ Edison Unit Use digital tools to publish a piece of writing, including flip cameras, iPads, Smartboards, netbooks and computers. Whole Group: read informational text connected to social studies or science and discuss the way the author supports the topic or assertions about the topic with evidence and reasons – Individual: read a different informational text, identify the point or points the author is making and then find a piece of evidence or a reason and write about whether it supports that assertion.</p>	

Appendix

Differentiation	
Enrichment	<ul style="list-style-type: none">● Utilize collaborative media tools● Provide differentiated feedback● Opportunities for reflection● Encourage student voice and input● Model close reading● Distinguish long term and short term goals
Intervention & Modification	<ul style="list-style-type: none">● Utilize “skeleton notes” where some required information is already filled in for the student● Provide access to a variety of tools for responses● Provide opportunities to build familiarity and to practice with multiple media tools● Leveled text and activities that adapt as students build skills● Provide multiple means of action and expression● Consider learning styles and interests● Provide differentiated mentors● Graphic organizers

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
21st Century Skills	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	

Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Kelly McShane, Lisa McGilloway, Beth Canzanese, Revised by Nicole Racite
Reapproved June 2017

Course Title: English Language Arts Unit Name: Writing – Expository Grade Level: 4

<p>Content Statements</p> <p>In this unit informational writing skills will be developed. The craft of informational writing will be explored through a wide variety of reading experiences in which one ‘reads like a writer’. Craft will also be honed through the experiences of prewriting, drafting, revising, and publishing pieces in a range of different expository formats across the curriculum. Mechanics will be addressed as identified by ongoing student writing assessments.</p>	<p>NJSLS:</p> <p>W.4.2.4-10 L.4.1-6 SL.4.1-6</p>
<p>Overarching Essential Questions</p> <p>What routines and materials will help me be a more effective and successful writer?</p> <p>How can I use a previously read text or other material and information to explore ideas?</p> <p>How can I write my own informational pieces based on these models?</p> <p>How do writers make decisions about the mechanics of writing? How can I make these decisions into my own writing? How can I reflect and self-correct during the revision process?</p>	<p>Overarching Enduring Understandings</p> <p>Writers use their knowledge of the writing process and how writers work to produce writing in different genres and for different audiences and purposes.</p> <p>Writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide writers in decisions about mechanics.</p> <p>Planning, revising, and editing are used to strengthen writing.</p>

Unit Essential Questions	Unit Enduring Understandings
<p>How can I work independently in Writing Workshop in a variety of ways that support my writing such as:</p> <ul style="list-style-type: none"> ● Use a writer’s notebook? ● Collect ideas and topics? ● Know steps of writing process? ● Write appropriate headings on assignments across the curriculum? ● Use rubrics and graphic organizers to guide writing? ● Write for a certain period of time? ● Think about my own writing? ● Conference with my peers and teachers? ● Use mentor texts for ideas? ● Revise and edit pieces to make them better? ● Begin to develop a sense of voice in my own writing? <p>How can I make decisions about mechanics to make my writing better such as:</p> <ul style="list-style-type: none"> ● Identify reasons for paragraphing? ● Know how to show a new paragraph in writing? ● Use commas for a variety of purposes? ● Write complete simple and compound sentences? Write different types of sentences? ● Use capitalization for a variety of purposes: proper nouns, proper adjectives, names, titles, abbreviations? ● Begin to use colons, apostrophes, quotation marks, and hyphens in sentences? ● Identify and begin to use the correct form of adjectives and adverbs? 	<p>I can write for different audiences and for different purposes and use strategies from Writing Workshop to get ideas.</p> <p>I can use rubrics and graphic organizers to help organize my thoughts and guide my writing.</p> <p>I know the steps of the writing process: prewriting, drafting, revising, editing, and publishing. I understand that writers move in and out of these steps as they work on pieces.</p> <p>I can use feedback from my teacher or my peers to improve my pieces. I can look at my own pieces and see ways to improve them.</p> <p>I can use texts that I read to help guide my own writing.</p> <p>I can use examples of how authors use grammar and mechanics in effective ways to make my writing clearer.</p> <p>I can use my knowledge of spelling patterns to help me spell and read words.</p> <p>I can find evidence from text to back what I am saying about a topic.</p> <p>I can write about factual information by introducing a topic clearly.</p> <p>I can group related information in paragraphs and sections.</p>

<ul style="list-style-type: none"> ● Identify and begin to use prepositional phrases? ● Use proper end punctuation? ● Develop the proper use of action, linking, and helping verbs? ● Use verbs of different tenses that “go with” the subject? ● Properly use different types of nouns? ● Use different types of pronouns? ● Use conjunctions and appositives? ● Use correct spelling and legible handwriting or technology? ● Use resources and references sources to help make decisions about mechanics? ● How can I use knowledge of spelling patterns to help me spell words in my writing? ● Correctly spell all high frequency words at my grade level? <p>What skills can be I use to write expository pieces?</p> <ul style="list-style-type: none"> ● How can I use graphic organizers that help organize my ideas for expository writing? ● How can I write information that I read in my own words? ● How can I take notes in my subject areas? ● How do I decide on questions for research and write answers to these questions using facts, text evidence, examples, and explanations? ● How can I write different essays in my subject areas? ● How can I write in a five paragraph essay style? ● How can I write answers to questions in all my subject areas? ● How can I write main idea sentences and supporting details? 	<p>I can use formatting, illustrations and multi-media to develop the topic with facts, definitions, concrete details and quotes.</p> <p>I can link ideas using precise language and specific vocabulary.</p> <p>I can provide a strong conclusion related to the information</p>
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<ul style="list-style-type: none"> ● How can I organize ideas within paragraphs and sections to provide the most effect? ● How can I use signal words to create bridges between paragraphs? ● How can I use compare/contrast, problem/solution, or cause/effect to organize my expository writing? ● How can I use text features such as: headings, labels, captions, and pictures to make my writing better? ● How can I add description to expository writing? ● How can I use vivid verbs, adjectives, and adverbs to make my writing better? ● What types of openings (expository grabbers) and closings do writers of expository text use? How can I write openings and provide a conclusion like these? ● How can I use tables, illustrations, or statistics in my writing? ● What kind of vocabulary words can I use in this writing? 	
<p>Unit Rationale</p> <p>Most of what we read on a daily basis is written in expository or informational format. Students need a working knowledge of all steps of the writing process in order to produce effective pieces in this genre. Experiences in reading a variety of expository pieces and analyzing the author’s craft aid in the creation of a student’s own expository piece. Techniques used by writers of informational text aid students in writing across the curriculum.</p>	<p>Unit Overview</p> <p>In this unit students will continue to practice the routines and behaviors of successful Writing Workshop participants. They will read and analyze a variety of expository and informational texts in order to uncover the craft used by authors as well as the common elements of this genre. These texts will provide authentic models for writing as students begin to draft their own pieces. The ability to construct short responses required by standardized testing will be emphasized for the student.</p>

Suggested Activities for Inclusion in Lesson Planning

Read alouds, shared reading, and class discussion of mentor texts with expository elements
 Whole group, small group, and individual analysis of mentor informational texts
 Writer’s Notebook – collecting ideas and topics, and questions to research
 RACES response for cross curricular responses
 Cross curricular Suggested Activities
 Soc. Studies – Regions of the USA Research paper, Tesla/ Edison Unit. Immigration Unit. People in longhouses.
 Holidays around the world. Timelines and diagrams on government. Chocolate unit.
 Science –
 Math – short constructed responses to answer open-ended questions
 Lesson Review Questions in Science and Social Studies
 Read, Cover, Remember, Retell to introduce paraphrasing
 Multi paragraph essays, in the content areas
 Word Study activities – including but not limited to teacher sorts, partner sorts, writing activities, assessment
 Use digital tools to publish a piece of writing, including flip cameras, iPads, Smartboards, netbooks, chromebooks, and computers.

Appendix

Differentiation	
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

Intervention & Modification	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors ● Graphic organizers
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
21st Century Skills	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking ● Problem Solving ● Communication ● Collaboration 	

Integrating Technology

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Kelly McShane, Lisa McGilloway, Beth Canzanese, Revised by Nicole Racite
Reapproved June 2017

Course Title: English Language Arts Unit Name: Writing – Narrative Grade Level: 4

<p>Content Statements</p> <p>In this unit narrative writing skills will be developed. The craft of narrative writing will be explored through a wide variety of reading experiences in which one ‘reads like a writer’. Craft will also be honed through the experiences of prewriting, drafting, revising, and publishing pieces in a range of different narrative formats for different audiences and purposes. Mechanics will be addressed as identified by ongoing student writing assessments.</p>	<p>NJSLS:</p> <p>W.4.3-6,10 L.4.1-6 SL.4.1-6</p>
<p>Overarching Essential Questions</p> <p>What routines and materials will help me be a more effective and successful writer?</p>	<p>Overarching Enduring Understandings</p> <p>Writers use their knowledge of the writing process and how writers work to produce writing in different genres and for different audiences and purposes.</p>

<p>What have I read that can act as a model for my own narrative writing? How can I write my own narratives based on what I read?</p> <p>How do writers make decisions about the mechanics of writing? How can I make these decisions into my own writing?</p> <p>How can I reflect and self-correct during the revision process?</p> <p>What are the story elements of a Fictional Narrative? How can I develop these story elements to create my own Fictional Narrative?</p>	<p>Writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide writers in decisions about mechanics.</p> <p>Realistic Fiction can include made up story elements.</p>
<p>Unit Essential Questions</p> <p>How can I work independently in Writing Workshop in a variety of ways that support my writing such as:</p> <ul style="list-style-type: none"> ● Use a writer’s notebook? ● Collect ideas and topics ● Know steps of the writing process? ● Write appropriate headings on assignments across the curriculum? ● Use rubrics and graphic organizers to guide writing? ● Write for a certain period of time? ● Think about my own writing? ● Conference with my peers and teachers? ● Use touchstone and mentor texts for ideas? ● Revise and edit pieces to make them better? ● Begin to develop a sense of voice in my own writing? <p>How can I make decisions about mechanics to make my writing better such as:</p> <ul style="list-style-type: none"> ● Identify reasons for paragraphing? 	<p>Unit Enduring Understandings</p> <p>I can write for different audiences and for different purposes and use strategies from Writing Workshop to get ideas.</p> <p>I can use rubrics and graphic organizers to help organize my thoughts and guide my writing.</p> <p>I know the steps of the writing process: prewriting, drafting, revising, editing, and publishing. I understand that writers move in and out of these steps as they work on pieces.</p> <p>I can use feedback from my teacher or my peers to improve my pieces. I can look at my own pieces and see ways to improve them.</p> <p>I can use texts that I read to help guide my own writing.</p>

<ul style="list-style-type: none"> ● Know how to show a new paragraph (indenting)? ● Use commas for a variety of purposes? ● Write complete simple and compound sentences? Write different types of sentences? ● Use capitalization for a variety of purposes: proper nouns, proper adjectives, names, titles, abbreviations? ● Begin to use colons, apostrophes, quotation marks, and hyphens in sentences? ● Identify and begin to use the correct form of adjectives and adverbs? ● Use proper end punctuation? ● Develop the proper use of action, linking, and helping verbs? ● Use verbs of different tenses that “go with” the subject? ● Properly use different types of nouns? ● Use different types of pronouns? ● Use conjunctions and appositives? ● Use correct spelling and legible handwriting or technology? ● Use resources and references sources to help make decisions about mechanics? ● Use knowledge of spelling patterns to help me spell words in my writing? ● Correctly spell all high frequency words at my grade level? <p>What skills can I use to write narrative pieces?</p> <ul style="list-style-type: none"> ● How can I use graphic organizers that help plan narrative story elements? ● How can I turn my personal experiences into a narrative piece? 	<p>I can use examples of how authors use grammar and mechanics in effective ways to make my writing clearer.</p> <p>I can use my knowledge of spelling patterns to help me spell and read words.</p> <p>I can create events that unfold naturally use dialogue and description to develop experiences and character responses.</p> <p>I can use a variety of transitional words to manage sequence.</p> <p>I can use concrete and sensory details to convey experiences.</p> <p>I can provide a strong conclusion that follows naturally from the events to create an interesting story.</p>
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<ul style="list-style-type: none"> ● How can I write stories in the 1st person? 3rd person? ● How can the ‘show don’t tell’ technique be used to make my narratives more descriptive? ● How can the “snake that ate the rat” strategy help make my narratives longer and more detailed? ● How can I use the ‘magic of three’ technique and narrative writing diamond? ● How can I use ‘snapshots’ and ‘thoughtshots’ to add detail to my writing? ● How can I use vivid verbs, adjectives, and adverbs to make my writing better? ● What strategies can I use to write openings which ‘hook’ the reader? To write closings? ● How can I add sensory images into my writing? ● What are some ways that characters in narrative pieces can be described? ● How can I use literary elements such as similes and metaphors to make my writing more descriptive? ● What decisions can I make about vocabulary and words that I use that can make my writing better? 	
<p>Unit Rationale</p> <p>Writing involves both process and product. Students need a working knowledge of all steps of the writing process in order to produce effective pieces in the narrative genre. Experiences in reading a variety of narrative texts and analyzing the author’s craft aid in the creation of a student’s own narrative piece. Elements of narrative writing can be used to help create</p>	<p>Unit Overview</p> <p>In this unit students will continue to practice the routines and behaviors of successful Writing Workshop participants. They will read and analyze a variety of narrative texts in order to uncover the craft used by authors of this genre. These texts will provide authentic models for writing as students begin to draft their own pieces in both the 1st person and the 3rd person. The connection between narrative writing and</p>

<p>pieces in which a writer may ‘speculate’ about what may happen in a fictitious scenario.</p>	<p>the speculative writing required by standardized testing will be emphasized for the student.</p>
<p>Suggested Activities for Inclusion in Lesson Planning</p> <p>Read alouds, shared reading, and class discussion of mentor texts with narrative elements Whole group, small group, and individual analysis of mentor narrative texts Writer’s Notebook – collecting ideas and writing lists Use digital tools to publish a piece of writing, including flip cameras, iPads, Smartboards, netbooks, chromebooks, and computers. Mentor Text Chart/Own Example Chart Graphic Organizers Narratives tied to the content area: , Native American Unit (Reader’s Theatre), Nicky Fifth’s Garden State Adventure, Class President (government). Chocolate Unit. Word Study activities – including but not limited to teacher sorts, partner sorts, writing activities, assessment Small group and pairs: discuss ideas for stories and poems Write an original piece using words, illustrations and audio recordings as part of the presentation of the work</p>	

Appendix

Differentiation

Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
Intervention & Modification	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors ● Graphic organizers
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
21st Century Skills	

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

Integrating Technology

- Chromebooks
- Internet research
- Online programs
- Virtual collaboration and projects
- Presentations using presentation hardware and software

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Kelly McShane, Lisa McGilloway, Beth Canzanese, Revised by Nicole Racite
Reapproved June 2017

Course Title: English Language Arts Unit Name: Writing -Opinion Grade Level: 4

Content Statements	NJSLS:
In this unit opinion writing skills will be developed. The craft of opinion writing will be explored through a wide variety of reading experiences in which one ‘reads like a writer’. Craft will also be honed through the experiences of prewriting, drafting, revising, and publishing pieces in a range of different opinion	W.4.2.4-6,10 L.4.1-6 SL.4.1-6

<p>formats across the curriculum. Mechanics will be addressed as identified by ongoing student writing assessments.</p>	
<p>Overarching Essential Questions</p> <p>What routines and materials will help me be a more effective and successful writer?</p> <p>What have I read that can act as a model for my own opinion writing? How can I write my own opinion pieces based on these models?</p> <p>How do writers make decisions about the mechanics of writing? How can I make these decisions into my own writing?</p> <p>How can I effectively express my opinions in writing?</p>	<p>Overarching Enduring Understandings</p> <p>Writers use their knowledge of the writing process and how writers work to produce writing in different genres and for different audiences and purposes.</p> <p>Writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide writers in decisions about mechanics.</p> <p>Writers provide reasons in an organized way by using linking words and phrases, as well as, providing a strong conclusion to effectively express opinions.</p>
<p>Unit Essential Questions</p> <p>How can I work independently in Writing Workshop in a variety of ways that support my writing such as:</p> <ul style="list-style-type: none"> ● Use a writer’s notebook? ● Collect ideas and topics for writing? ● Know steps of writing process? ● Write appropriate headings on assignments across the curriculum? ● Use rubrics and graphic organizers to guide writing? ● Write for a certain period of time? ● Think about my own writing? ● Conference with my peers and teachers? 	<p>Unit Enduring Understandings</p> <p>I can write for different audiences and for different purposes and use strategies from Writing Workshop to get ideas.</p> <p>I can use rubrics and graphic organizers to help organize my thoughts and guide my writing.</p> <p>I know the steps of the writing process: prewriting, drafting, revising, editing, and publishing. I understand that writers move in and out of these steps as they work on pieces.</p>

<ul style="list-style-type: none"> ● Use touchstone and mentor texts for ideas? ● Revise and edit pieces to make them better? ● Begin to develop a sense of voice in my own writing? <p>How can I make decisions about mechanics to make my writing better such as:</p> <ul style="list-style-type: none"> ● Identify reasons for paragraphing? ● Know how to show a new paragraph (indenting)? ● Use commas for a variety of purposes? ● Write complete simple and compound sentences? Write different types of sentences? ● Use capitalization for a variety of purposes: proper nouns, proper adjectives, names, titles, abbreviations? ● Begin to use colons, apostrophes, quotation marks, and hyphens in sentences? ● Identify and begin to use the correct form of adjectives and adverbs? ● Use proper end punctuation? ● Develop the proper use of action, linking, and helping verbs? ● Use verbs of different tenses that “go with” the subject? ● Properly use different types of nouns? ● Use different types of pronouns? ● Use conjunctions and appositives? ● Use correct spelling and legible handwriting or technology? ● Use resources and references sources to help make decisions about mechanics? ● How can I use knowledge of spelling patterns to help me spell words in my writing? 	<p>I can use feedback from my teacher or my peers to improve my pieces. I can look at my own pieces and see ways to improve them.</p> <p>I can use texts that I read to help guide my own writing.</p> <p>I can use examples of how authors use grammar and mechanics in effective ways to make my writing clearer.</p> <p>I can use my knowledge of spelling patterns to help me spell and read words.</p>
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<ul style="list-style-type: none"> ● Correctly spell all high frequency words at my grade level? <p>How can I write an opinion piece?</p> <ul style="list-style-type: none"> ● How can I use graphic organizers to help organize my ideas for opinion writing? ● How can I write an essay or letter that represents my opinion? ● What ways do opinion writers convince their readers? How can I use them in my writing? ● How can I use ads to help my opinion writing? ● How do I use word choice and description to make my opinion writing better? ● How do writers support opinions with facts from texts and/or other sources? How can I do this in my writing? ● How can I use sensory images to add to the my opinion writing? ● What types of openings and conclusions do writers of opinion text use? How can I use them? ● How can descriptive words and ‘snapshots’ and ‘thoughtshots’ be used to in my opinion writing? ● What vocabulary words can I use? 	
<p>Unit Rationale</p> <p>We live in a world where opinions are expressed each day in the wealth of media that surrounds us. Students need to understand how and why writers craft opinion pieces through a wide variety of reading experiences. This analysis and understanding can be used to provide a model for writing opinion pieces in many formats. Additionally students need to develop an appreciation</p>	<p>Unit Overview</p> <p>In this unit students will continue to practice the routines and behaviors of successful Writing Workshop participants. They will read and analyze a variety of opinion texts in order to uncover the craft used by authors as well as the common elements of this genre. These texts will provide authentic models for writing as students begin to draft their own pieces. The use of graphic organizers to help organize thoughts and ideas</p>

<p>for the power of opinion writing in their everyday lives through real world examples.</p>	<p>will be emphasized. The ability to construct on demand essays and letters will be emphasized as standardized test preparation.</p>
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Suggested Activities for Inclusion in Lesson Planning

Read alouds, shared reading, and class discussion of touchstone texts with persuasive or opinion elements
 Whole group, small group, and individual analysis of touchstone opinion texts
 Writer’s Notebook – collecting ideas and topics, and opinion pieces
 Use digital tools to publish a piece of writing, including flip cameras, iPads, Smartboards, netbooks, chromebooks, and computers.
 Turn and Talk
 Cross curricular projects:
 Soc. Studies – persuade a guard at Ellis Island to let you in the country, Tesla/Edison Unit. Penny opinion piece.
 Trampoline opinion piece. Regions of NJ.
 Science – Should animals be kept in zoos?
 Math – short constructed responses to answer open-ended questions
 OREO graphic organizer
 The Persuasive Pillar organizer
 Opinion chart – strong vs. weak
 Write your opinion of a book or passage from a text and provide evidence from the text as a reason for your opinion.
 Word Study activities – including but not limited to teacher sorts, partner sorts, writing activities, assessment

Appendix

Differentiation	
Enrichment	<ul style="list-style-type: none">● Utilize collaborative media tools● Provide differentiated feedback● Opportunities for reflection● Encourage student voice and input● Model close reading● Distinguish long term and short term goals
Intervention & Modification	<ul style="list-style-type: none">● Utilize “skeleton notes” where some required information is already filled in for the student● Provide access to a variety of tools for responses● Provide opportunities to build familiarity and to practice with multiple media tools● Leveled text and activities that adapt as students build skills● Provide multiple means of action and expression● Consider learning styles and interests● Provide differentiated mentors● Graphic organizers

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
21st Century Skills	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	

