

**TOMS RIVER REGIONAL SCHOOLS  
ENGLISH LANGUAGE ARTS CURRICULUM**

**Content Area: Reading**

**Course Title: ELA Reader's Workshop**

**Grade Level: Grade 4**

<b>Unit 1</b> <b>Launching the Workshop - <i>Frindle</i></b> <b>Realistic Fiction</b>	<b>September- October</b>
<b>Unit 2</b> <b>Navigating Nonfiction</b>	<b>October - November</b>
<b>Unit 3</b> <b>Poetry</b>	<b>December</b>
<b>Unit 4</b> <b>Historical Fiction – George Washington's Socks</b>	<b>January</b>
<b>Unit 5</b> <b>Comparing, Contrasting, and Integrating Nonfiction Texts - Biography</b>	<b>February - March</b>
<b>Unit 6</b> <b>Revisiting Critical Skills and Strategies – Test Prep</b>	<b>March</b>
<b>Unit 7</b> <b>Traditional Literature</b> <b>Folktales, Legends, and Myths</b>	<b>April - May</b>
<b>Unit 8</b> <b>Revisiting Critical Skills and Strategies – Test Prep</b>	<b>May</b>
<b>Unit 9</b> <b>A Celebration of Reading</b> <b>Shared Novel</b>	<b>June</b>

**Date Created: July 2014**

**Board Approved on: September 16, 2014**

## Unit 1 Overview

**Content Area:** Language Arts Literacy

**Unit Title:** Unit 1 – Launching the Workshop (Frindle)/Realistic Fiction

**Target Course/Grade Level:** Grade 4

### Unit Summary:

#### Unit 1:

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>

#### Primary Interdisciplinary Connections:

Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: [http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

#### 21st Century Themes:

**9.1 Life and Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures

**9.2 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

**9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

**9.4 Career and Technical Education:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the [Career Clusters Table](#).)

[https://www13.state.nj.us/NJCCCS/ContentAreaView\\_21st.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx)

## Learning Targets

### Number Common Core Standards for Mastery

- 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
- RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text
- RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions)
- RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean)
- RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- RL.4.7 Make connections between 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
- SL.4.1
  - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
  - 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.
  - Follow agreed-upon rules for discussions and carry out assigned roles.
  - 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.
  - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- L.4.1
  - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<ul style="list-style-type: none"> <li>○ Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</li> <li>○ Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</li> <li>○ Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</li> <li>○ Form and use prepositional phrases</li> </ul>	
<p><b>Unit Essential Questions:</b></p> <p>Launching the Workshop:</p> <ul style="list-style-type: none"> <li>● How do I select my “Just Right Book?”</li> <li>● Why/How do I become a better reader?</li> <li>● How do readers develop a love of reading?</li> <li>● What does our Workshop look like?</li> </ul> <p>Realistic Fiction:</p> <ul style="list-style-type: none"> <li>● Do all pieces of realistic fiction contain the same elements?</li> <li>● How do readers interact with the text?</li> <li>● How does the point of view alter our understanding of the text?</li> <li>● Does making connections help me as a reader?</li> <li>● What makes a strong character?</li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <p><i>Students will understand...</i></p> <p>Launching the Workshop:</p> <ul style="list-style-type: none"> <li>● Everyone reads books of their choice at the appropriate level.</li> <li>● Readers implement strategies and set goals that are constantly changing.</li> <li>● Readers exhibit good reading behaviors within the classroom and while reading independently.</li> </ul> <p>Realistic Fiction:</p> <ul style="list-style-type: none"> <li>● Realistic Fiction follows a specific structure, although some may differ slightly.</li> <li>● Readers are able to make meaning of the text by using a variety of strategies.</li> <li>● Stories are told from various points of view, and this can alter our understanding of the text.</li> <li>● Readers make connections to the text to improve their understanding and ability to talk about the texts they read.</li> <li>● Readers appreciate and can describe characters in depth.</li> </ul>
<p><b>Unit Objectives:</b></p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● guided reading level/five-finger rule</li> <li>● classroom procedures/routines for reading workshop</li> <li>● how to set/achieve attainable goals</li> <li>● how to engage in meaningful dialogue (turn &amp; talk) about their reading</li> <li>● connections (text-to-text, text-to-self, text-to-world)</li> <li>● how to interact with the text (stop &amp; jot)</li> <li>● first and third person point of view</li> <li>● story element terms: <ul style="list-style-type: none"> <li>○ Characters</li> <li>○ Setting</li> <li>○ Problem</li> <li>○ Plot</li> <li>○ Solution/Theme/Moral/Lesson</li> </ul> </li> <li>● character traits</li> <li>● strategies to determine the meaning of unfamiliar words</li> </ul>	<p><b>Unit Objectives:</b></p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● choose appropriate books independently</li> <li>● follow classroom routines and expectations.</li> <li>● set realistic goals that enhance their comprehension and fluency.</li> <li>● engage in meaningful dialogue with peers.</li> <li>● make connections, ask questions, identify important/interesting events, etc. (stop &amp; jot) as they read.</li> <li>● identify the story’s point of view.</li> <li>● identify and discuss the key elements in a story.</li> <li>● determine the theme of a story and cite evidence from the text.</li> <li>● describe characters in depth while drawing on specific details for the text (thoughts, words, or actions).</li> <li>● determine the meaning of unfamiliar words using context clues, prefixes and suffixes, etc.</li> </ul>

## Evidence of Learning

### Formative Assessment

- Reading Response Entries/Journal
- Performance Based Checklists
- Running Records/Anecdotal Notes
- Observations/Conferences
- Classroom Discussions/Questioning
- Self-Assessment/Reflections
- Turn and Talk
- Quizzes
- Rubrics
- Graphic Organizers

### Summative Assessment

- Unit Tests/Projects
- State Assessments

### Modifications (ELLs, Special Education, Gifted and Talented)

Suggested / possible modifications for *ELL and Special Education*:

- choral reading
- charts, posters, videos
- highlighter
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives/graphic organizers
- reinforce vocabulary within the content
- small group instruction
- use books on tape (when available)

Suggested / possible modifications for *Gifted and Talented*:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment

**Always follow all IEP and/or 504 Plan modifications.**

### Suggested Resources for Teachers:

- Frindle & Frindle Resource Packet
- Schoolwide Fiction Unit (avoid lessons relating to folktales, legends, and myths – these will be taught as part of Unit 7)
- Daily 5 and Daily Café
- Fourth Grade Rats

- Read.Write.Think. (<http://www.readwritethink.org/>)
- Reading A-Z (<http://www.readinga-z.com/>)
- Read Works (<http://www.readworks.org/>)
- Scholastic Literacy Place (main selections are to be used as supplements only – i.e. small groups, conferences, etc.)

**Teacher Notes:**

The following foundational skills should be developed continuously throughout the year:

- Make use of schema
- Reread for clarification
- Seek meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.
9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

*Writing:*

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the text exhibits a discernible progressions of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
  - Sentence formation: sentences are complete and varied in length and structure

- Conventions: appropriate grammar, mechanics, spelling and usage to enhance the meaning and readability of the text.

**Other Resources:**

[https://www.13.state.nj.us/NJCCCS/ContentAreaView\\_SocialStudies.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx)

[https://www.13.state.nj.us/NJCCCS/ContentAreaView\\_Science.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaView_Science.aspx)

<http://www.corestandards.org/the-standards/mathematics>

<http://www.commoncore.org>

<b>Unit 2 Overview</b>
<b>Content Area:</b> Language Arts Literacy
<b>Unit Title:</b> Unit 2 – Navigating Nonfiction
<b>Target Course/Grade Level:</b> Grade 4
<p><b>Unit Summary:</b></p> <p><b>Unit 2:</b></p> <p><b>College and Career Readiness:</b> Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <a href="http://www.corestandards.org/the-standards/english-language-arts-standards">http://www.corestandards.org/the-standards/english-language-arts-standards</a></p> <p><b>Primary Interdisciplinary Connections:</b></p> <p>Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: <a href="http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf">http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf</a></p> <p><b>21st Century Themes:</b></p> <p><b>9.1 Life and Career Skills:</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures</p> <p><b>9.2 Personal Financial Literacy:</b> All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.</p> <p><b>9.3 Career Awareness, Exploration, and Preparation:</b> All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p> <p><b>9.4 Career and Technical Education:</b> All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the <a href="#">Career Clusters Table</a>.) <a href="https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx">https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx</a></p>
<b>Learning Targets</b>
<p><b>Number Common Core Standards for Mastery</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</li> <li>• 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.</li> <li>• RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.</li> <li>• RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area</li> <li>• 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.</li> <li>• 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.</li> <li>• RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</li> <li>• RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range</li> <li>• SL.4.1</li> </ul>

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- 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.
- Follow agreed-upon rules for discussions and carry out assigned roles.
- 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.
- Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- L.4.1
  - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
  - Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
  - Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
  - Form and use prepositional phrases

<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● Why do readers read nonfiction?</li> <li>● How does the structure of nonfiction help a reader to understand the text?</li> <li>● Where does a reader begin reading a nonfiction text?</li> <li>● How do readers gather information from nonfiction texts?</li> </ul>	<p><b>Unit Enduring Understandings:</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● fiction texts differ from nonfiction texts.</li> <li>● nonfiction texts are structured based on the author's purpose.</li> <li>● readers use nonfiction text features to help them locate specific information.</li> <li>● Readers use what they already know and think about what they want to know to help enhance their understanding of a topic.</li> <li>● readers gather information by skimming and scanning nonfiction texts.</li> </ul>
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<p><b>Unit Objectives:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● nonfiction text features:           <ul style="list-style-type: none"> <li>○ headings</li> <li>○ photographs/captions</li> <li>○ diagrams/labels</li> <li>○ types of print (italics, highlight, bold)</li> <li>○ maps</li> <li>○ inserts</li> <li>○ glossary</li> <li>○ index</li> <li>○ graphs</li> </ul> </li> <li>● types of nonfiction           <ul style="list-style-type: none"> <li>○ literary nonfiction</li> <li>○ biography</li> <li>○ reference</li> </ul> </li> <li>● nonfiction text structures:           <ul style="list-style-type: none"> <li>○ description</li> </ul> </li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● choose books at the appropriate level independently.</li> <li>● follow classroom routines and expectations.</li> <li>● set realistic goals to enhance their comprehension and fluency.</li> <li>● Differentiate between fiction and nonfiction.</li> <li>● Identify the structure(s) of a nonfiction text.</li> <li>● Locate information using the table of contents and index.</li> <li>● Determine a purpose for reading and pick an appropriate place to begin reading.</li> <li>● Monitor comprehension before, during, and after reading (KWL chart).</li> <li>● Recognize the importance of text features and utilize them to enhance their understanding of a text/topic.</li> </ul>
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<ul style="list-style-type: none"> <li>○ problem/solution</li> <li>○ compare/contrast</li> <li>○ cause/effect</li> <li>○ chronological</li> </ul>	<ul style="list-style-type: none"> <li>● Select and/or create appropriate graphic organizers to help track information</li> <li>● Summarize/explain the main idea and provide supporting evidence from the text.</li> </ul>
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**Evidence of Learning**

**Formative Assessment**

- Reading Response Entries/Journal
- Performance Based Checklists
- Running Records/Anecdotal Notes
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- Classroom Discussions/Questioning
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**Summative Assessment**

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**Modifications (ELLs, Special Education, Gifted and Talented)**

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- use centers and group students according to ability or interest
- propose interest based extension activities
- use leveled texts and offer an advanced reader reading list
- ask “why” and “what if” questions
- use varied modes of pre-assessment and assessment

**Always follow all IEP and/or 504 Plan modifications.**

### Suggested Resources for Teachers:

- Schoolwide Nonfiction Unit
- Time For Kids/Scholastic News/Storyworks Magazines
- Daily 5 and Daily Café
- Current Events (Newspaper/Online)
- Scholastic (<http://www.scholastic.com/teachers/article/teaching-nonfiction>)
- Read.Write.Think. (<http://www.readwritethink.org/>)
- Reading A-Z (<http://www.readinga-z.com/>)
- Read Works (<http://www.readworks.org/>)
- Scholastic Literacy Place (main selections are to be used as supplements only – i.e. small groups, conferences, etc.)

### Teacher Notes:

The following foundational skills should be developed continuously throughout the year:

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2. Children will deepen their comprehension by **accessing their prior knowledge** before reading a selection. While reading, they will learn to **make connections** from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of **retelling** to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to **summarize** a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to **ask questions** before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to **visualize** the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to **infer (and predict)** information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to **discriminate what is important from what is not**. Children will be able to use this information to **determine main ideas and themes** of texts.
9. Students will stop often while reading to **synthesize** the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

*Writing:*

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
- Development: the topic, theme, stand/perspective, argument or character is fully developed
- Organization: the text exhibits a discernible progression of ideas
- Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
- Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
- Sentence formation: sentences are complete and varied in length and structure
- Conventions: appropriate grammar, mechanics, spelling and usage to enhance the meaning and readability of the text.

**Other Resources:**

[https://www.13.state.nj.us/NJCCCS/ContentAreaView\\_SocialStudies.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx)

[https://www.13.state.nj.us/NJCCCS/ContentAreaView\\_Science.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaView_Science.aspx)

<http://www.corestandards.org/the-standards/mathematics>

<http://www.commoncore.org>

<b>Unit 3 Overview</b>
<b>Content Area:</b> Language Arts Literacy
<b>Unit Title:</b> Unit 3-Poetry
<b>Target Course/Grade Level:</b> Grade 4
<p><b>Unit Summary:</b>  <b>Unit 3:</b>  <b>College and Career Readiness:</b> Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <a href="http://www.corestandards.org/the-standards/english-language-arts-standards">http://www.corestandards.org/the-standards/english-language-arts-standards</a></p> <p><b>Primary Interdisciplinary Connections:</b>  Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: <a href="http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf">http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf</a></p> <p><b>21st Century Themes:</b>  <b>9.1 Life and Career Skills:</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures  <b>9.2 Personal Financial Literacy:</b> All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.  <b>9.3 Career Awareness, Exploration, and Preparation:</b> All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.  <b>9.4 Career and Technical Education:</b> All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the <a href="#">Career Clusters Table</a>.)  <a href="https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx">https://www13.state.nj.us/NJCCCS/ContentAreaTableView_21st.aspx</a></p>
<b>Learning Targets</b>
<p><b>Number Common Core Standards for Mastery</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text</li> <li>• 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)</li> <li>• 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.</li> <li>• 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.</li> <li>• 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</li> <li>• SL.4.1 <ul style="list-style-type: none"> <li>○ Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</li> <li>○ 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.</li> <li>○ Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>○ 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.</li> <li>○ Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul> </li> <li>• SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• L.4.1 <ul style="list-style-type: none"> <li>○ Demonstrate command of the conventions of standard English grammar and usage when</li> </ul> </li> </ul>

<p>writing or speaking.</p> <ul style="list-style-type: none"> <li>○ Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</li> <li>○ Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</li> <li>○ Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</li> <li>○ Form and use prepositional phrases</li> </ul>	
<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What makes poetry special?</li> <li>● How do we distinguish poetry from other works of fiction?</li> <li>● How do words create visual images and meaning for the reader?</li> <li>● How do different types of figurative language help deliver the poems meaning?</li> <li>● What is the message that the author is trying to convey?</li> </ul>	<p><b>Unit Enduring Understandings:</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● Poems are structured differently than other types of text.</li> <li>● Poems create an image to stimulate the reader’s thoughts and help them connect to a personal experience.</li> <li>● Figurative language can enhance the meaning of a poem.</li> <li>● Good readers make connections between visual and written material to enhance their understanding.</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● how to read and interpret poetry</li> <li>● how to make connections between different versions of text (i.e. written, visual, oral, print, and digital)</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● engage in meaningful dialogue about their reading</li> <li>● make text-to-self, text-to-text, and text-to-world connections while reading</li> <li>● build their reading fluency</li> <li>● follow classroom routines and expectations</li> <li>● use a combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read</li> <li>● identify the point of view from which a story is being told</li> <li>● identify the key elements in a poem</li> <li>● determine the message of a poem</li> <li>● determine the meaning of unfamiliar words using context clues, roots, and other references</li> </ul>
<p><b>Evidence of Learning</b></p>	
<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>● Reading Response Entries/Journal</li> <li>● Performance Based Checklists</li> <li>● Running Records/Anecdotal Notes</li> <li>● Observations/Conferences</li> <li>● Classroom Discussions/Questioning</li> <li>● Self-Assessment/Reflections</li> <li>● Turn and Talk</li> <li>● Quizzes</li> <li>● Rubrics</li> <li>● Graphic Organizers</li> </ul>	

## **Summative Assessment**

- Unit Tests/Projects
- State Assessments

## **Modifications (ELLs, Special Education, Gifted and Talented)**

Suggested / possible modifications for *ELL and Special Education*:

- choral reading
- charts, posters, videos
- highlighter
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives/graphic organizers
- reinforce vocabulary within the content
- small group instruction
- use books on tape (when available)

Suggested / possible modifications for *Gifted and Talented*:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment

## **Always follow all IEP and/or 504 Plan modifications.**

### **Suggested Resources for Teachers:**

- Shel Silverstein [Falling Up](#)
- NYC Public Schools Poetry Resources  
(<http://schools.nyc.gov/Academics/EnglishLanguageArts/EducatorResources/Poetry+Resources.htm>)
- Time For Kids/Storyworks Magazines
- Daily 5 and Daily Café
- Teacher selected poetry books (school and county library)
- Poetry for Kids ([www.poetry4kids.com](http://www.poetry4kids.com))
- Read.Write.Think (<http://www.readwritethink.org/classroom-resources/grade/3-4/>)
- Poetry for Children (<http://poetryforchildren.tripod.com/poetryforchildren/id5.html>)
- Scholastic Literacy Place (main selections are to be used as supplements only – i.e. small groups, conferences, etc.)

**Teacher Notes:**

The following foundational skills should be developed continuously throughout the year:

- Make use of schema
- Reread for clarification
- Seek meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.
9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

**Writing:**

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the text exhibits a discernible progressions of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
  - Sentence formation: sentences are complete and varied in length and structure
  - Conventions: appropriate grammar, mechanics, spelling and usage to enhance the meaning and readability of the text.

**Other Resources:**

[https://www.13.state.nj.us/NJCCCS/ContentAreaView\\_SocialStudies.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx)

[https://www.13.state.nj.us/NJCCCS/ContentAreaView\\_Science.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaView_Science.aspx)

<http://www.corestandards.org/the-standards/mathematics>

<http://www.commoncore.org>

<b>Unit 4 Overview</b>
<b>Content Area:</b> Language Arts Literacy
<b>Unit Title:</b> Unit 4 – Historical Fiction: George Washington’s Socks
<b>Target Course/Grade Level:</b> Grade 4
<p><b>Unit Summary:</b></p> <p><b>Unit 4:</b>  <b>College and Career Readiness:</b> Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <a href="http://www.corestandards.org/the-standards/english-language-arts-standards">http://www.corestandards.org/the-standards/english-language-arts-standards</a></p> <p><b>Primary Interdisciplinary Connections:</b>  Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: <a href="http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf">http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf</a></p> <p><b>21st Century Themes:</b></p> <p><b>9.1 Life and Career Skills:</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures</p> <p><b>9.2 Personal Financial Literacy:</b> All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.</p> <p><b>9.3 Career Awareness, Exploration, and Preparation:</b> All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p> <p><b>9.4 Career and Technical Education:</b> All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the <a href="#">Career Clusters Table</a>.)  <a href="https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx">https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx</a></p>
<b>Learning Targets</b>
<p><b>Number Common Core Standards for Mastery</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text</li> <li>• 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)</li> <li>• RL.4.4 Read with sufficient accuracy and fluency to support comprehension</li> <li>• 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</li> <li>• SL.4.1 <ul style="list-style-type: none"> <li>○ Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</li> <li>○ 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.</li> <li>○ Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>○ 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.</li> <li>○ Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul> </li> <li>• SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• L.4.1 <ul style="list-style-type: none"> <li>○ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>○ Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</li> <li>○ Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</li> <li>○ Form and use prepositional phrases</li> </ul>	
<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What is the relationship between fiction and fact? Is historical fiction a contradiction?</li> <li>● How would the story be different if it happened during another period in history?</li> <li>● How does the setting of the story affect the plot?</li> <li>● How would the characters from the past react if they were placed in the present?</li> </ul>	<p><b>Unit Enduring Understandings:</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● Characters are people who did or could have lived in a historical setting.</li> <li>● Characters are shaped by the setting and changed as a result of the problem</li> <li>● The setting is a particular geographical location and time in history</li> <li>● The problem is the result of the historical event around which the book is written.</li> <li>● Themes are related to life, people, social or political events, as well as good vs. evil.</li> <li>● The story is told with significant accurate detail to place the reader in the historical setting and in chronological order.</li> <li>● The story structure encompasses elements of realistic fiction.</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● Authors write historical fiction to show the readers what it was like to live in a certain time period.</li> <li>● That making connections with the text will help them comprehend what they are reading.</li> <li>● Readers can use historical fiction to learn about new settings.</li> <li>● Readers can determine the main character's traits through their actions, thoughts, and words</li> <li>● Readers notice when the time or setting changes in a text. They think about why this change is important in the text.</li> <li>● Characters change their feelings in response to a text.</li> <li>● Readers add new knowledge about the setting</li> <li>● How to summarize a sequence of events</li> <li>● How to use character traits to make predictions</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● engage in meaningful dialogue about their reading</li> <li>● make text-to-self, text-to-text, and text-to-world connections while reading</li> <li>● build their reading fluency</li> <li>● follow classroom routines and expectations</li> <li>● use a combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read</li> <li>● identify the problem and the solution</li> <li>● identify the historical time period</li> <li>● Use inferences to identify and explain the theme of the story.</li> <li>● determine the meaning of unfamiliar words using context clues, roots, and other references</li> </ul>
<p><b>Evidence of Learning</b></p>	
<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>● Reading Response Entries/Journal</li> <li>● Performance Based Checklists</li> <li>● Running Records/Anecdotal Notes</li> <li>● Observations/Conferences</li> <li>● Classroom Discussions/Questioning</li> <li>● Self-Assessment/Reflections</li> <li>● Turn and Talk</li> <li>● Quizzes</li> <li>● Rubrics</li> <li>● Graphic Organizers</li> </ul>	

## **Summative Assessment**

- Unit Tests/Projects
- State Assessments

## **Modifications (ELLs, Special Education, Gifted and Talented)**

Suggested / possible modifications for *ELL and Special Education*:

- choral reading
- charts, posters, videos
- highlighter
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives/graphic organizers
- reinforce vocabulary within the content
- small group instruction
- use books on tape (when available)

Suggested / possible modifications for *Gifted and Talented*:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment

## **Always follow all IEP and/or 504 Plan modifications.**

### **Suggested Resources for Teachers:**

- [George Washington's Socks](#) by Elvira Woodruff
- <http://ewoodruff.com/books/george-washingtons-socks/>
- Time For Kids/Scholastic News/Storyworks Magazines
- Daily 5 and Daily Café
- Read.Write.Think. (<http://www.readwritethink.org/>)
  - <http://www.readwritethink.org/classroom-resources/lesson-plans/looking-history-historical-fiction-404.html?tab=4>
- Reading A-Z (<http://www.readinga-z.com/>)

### **Teacher Notes:**

The following foundational skills should be developed continuously throughout the year:

- Make use of schema
- Reread for clarification
- Seek meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.
9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

*Writing:*

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the text exhibits a discernible progressions of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
  - Sentence formation: sentences are complete and varied in length and structure
  - Conventions: appropriate grammar, mechanics, spelling and usage to enhance the meaning and readability of the text.

**Other Resources:**

[https://www.13.state.nj.us/NJCCCS/ContentAreaView\\_SocialStudies.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx)

[https://www.13.state.nj.us/NJCCCS/ContentAreaView\\_Science.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaView_Science.aspx)

<http://www.corestandards.org/the-standards/mathematics>

<http://www.commoncore.org>

<b>Unit 5 Overview</b>
<b>Content Area:</b> Language Arts Literacy
<b>Unit Title:</b> Unit 5 – Comparing, Contrasting, and Integrating Nonfiction Texts - Biography
<b>Target Course/Grade Level:</b> Grade 4
<p><b>Unit Summary:</b></p> <p><b>Unit 5:</b>  <b>College and Career Readiness:</b> Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <a href="http://www.corestandards.org/the-standards/english-language-arts-standards">http://www.corestandards.org/the-standards/english-language-arts-standards</a></p> <p><b>Primary Interdisciplinary Connections:</b>  Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: <a href="http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf">http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf</a></p> <p><b>21st Century Themes:</b></p> <p><b>9.1 Life and Career Skills:</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures</p> <p><b>9.2 Personal Financial Literacy:</b> All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.</p> <p><b>9.3 Career Awareness, Exploration, and Preparation:</b> All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p> <p><b>9.4 Career and Technical Education:</b> All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the <a href="#">Career Clusters Table</a>.)  <a href="https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx">https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx</a></p>
<b>Learning Targets</b>
<p><b>Number Common Core Standards for Mastery</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area</li> <li>• RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.</li> <li>• RI 4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</li> <li>• RI 4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, <ul style="list-style-type: none"> <li>• with scaffolding as needed at the high end of the range</li> </ul> </li> <li>• RF.4.4 Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.</li> <li>• SL.4.1 <ul style="list-style-type: none"> <li>○ Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.</li> <li>○ 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.</li> <li>○ Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>○ 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.</li> <li>○ Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul> </li> <li>• SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</li> </ul>

<ul style="list-style-type: none"> <li>• 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.</li> <li>• L.4.1       <ul style="list-style-type: none"> <li>○ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>○ Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</li> <li>○ Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</li> <li>○ Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</li> <li>○ Form and use prepositional phrases</li> </ul> </li> <li>• L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</li> </ul>	
<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What are the characteristics of nonfiction texts?</li> <li>• How are nonfiction texts similar and/or different?</li> <li>• What is a biography?</li> <li>• How does the layout of information in a biography help readers understand the information more clearly?</li> <li>• What lessons do biographies teach us?</li> </ul>	<p><b>Unit Enduring Understandings:</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>• biographies are a type of nonfiction.</li> <li>• biographies are usually written about important people who have made a noteworthy contribution to society.</li> <li>• biographies present facts in a clear, organized way, usually chronologically.</li> <li>• biographies are non-fiction, but can have literary elements and structure.</li> <li>• biographies are written to teach a lesson.</li> <li>• biographies are written so readers can make the connections to the person that it is written about.</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know...</i></p> <p>A. Skills</p> <ul style="list-style-type: none"> <li>• Compare and contrast different forms of non-fiction (not exclusive to biographies)</li> <li>• Read and understand a variety of biographies</li> </ul> <p>B. Knowledge</p> <ul style="list-style-type: none"> <li>• Recognize the biography genre using its features</li> <li>• Gain an understanding about many different people and their contributions or accomplishments</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• compare/contrast nonfiction texts</li> <li>• identify the contribution made to society in the biography they are reading</li> <li>• identify the problem and the solution of the subject of the biography</li> <li>• engage in meaningful dialogue about their reading</li> <li>• make text-to-self, text-to-text, and text-to-world connections while reading</li> <li>• build their reading fluency</li> <li>• follow classroom routines and expectations</li> <li>• use a combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read</li> <li>• Use inferences to identify and explain the theme of the story.</li> <li>• determine the meaning of unfamiliar words using context clues, roots, etc.</li> </ul>

## Evidence of Learning

### Formative Assessment

- Reading Response Entries/Journal
- Performance Based Checklists
- Running Records/Anecdotal Notes
- Observations/Conferences
- Classroom Discussions/Questioning
- Self-Assessment/Reflections
- Turn and Talk
- Quizzes
- Rubrics
- Graphic Organizers

### Summative Assessment

- Unit Tests/Projects
- State Assessments

### Modifications (ELLs, Special Education, Gifted and Talented)

Suggested / possible modifications for *ELL and Special Education*:

- choral reading
- charts, posters, videos
- highlighter
- write helpful hints in margins of copied materials
- provide copy of all notes
- preferential seating
- use manipulatives/graphic organizers
- reinforce vocabulary within the content
- small group instruction
- use books on tape (when available)

Suggested / possible modifications for *Gifted and Talented*:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment

**Always follow all IEP and/or 504 Plan modifications.**

### Suggested Resources for Teachers:

- Schoolwide Nonfiction Unit (revisit lessons as necessary)
- Time For Kids/Scholastic News/Storyworks Magazines
- Daily 5 and Daily Café
- Current Events (Newspaper/Online)
- Scholastic (<http://www.scholastic.com/teachers/article/teaching-nonfiction>)

- Read.Write.Think. (<http://www.readwritethink.org/>)
- Reading A-Z (<http://www.readinga-z.com/>)
- Read Works (<http://www.readworks.org/>)
- Garden of Praise (<http://gardenofpraise.com/leaders.htm>)
- Biography ([www.biography.com](http://www.biography.com))

**Teacher Notes:**

The following foundational skills should be developed continuously throughout the year:

- Make use of schema
- Reread for clarification
- Seek meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.
9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

*Writing:*

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the text exhibits a discernible progressions of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:

- Sentence formation: sentences are complete and varied in length and structure
- Conventions: appropriate grammar, mechanics, spelling and usage to enhance the meaning and readability of the text.

**Other Resources:**

[https://www.13.state.nj.us/NJCCCS/ContentAreaView\\_SocialStudies.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx)

[https://www.13.state.nj.us/NJCCCS/ContentAreaView\\_Science.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaView_Science.aspx)

<http://www.corestandards.org/the-standards/mathematics>

<http://www.commoncore.org>

## Unit 6 Overview

**Content Area:** Language Arts Literacy

**Unit Title:** Unit 6 Revisiting Critical Skills and Strategies – Test Prep

**Target Course/Grade Level:** Grade 4

### Unit Summary:

#### Unit 6:

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>

#### Primary Interdisciplinary Connections:

Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: [http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

#### 21st Century Themes:

**9.1 Life and Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures

**9.2 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

**9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

**9.4 Career and Technical Education:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the [Career Clusters Table](#).)

[https://www13.state.nj.us/NJCCCS/ContentAreaView\\_21st.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx)

## Learning Targets

### Number Common Core Standards for Mastery

- 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
- RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text
- 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)
- RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- RL.4.7 Make connections between 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
- 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.
  
- 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.
- RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area
- RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

- RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently
- RF 4.4 Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- SL.4.1
  - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
  - 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.
  - Follow agreed-upon rules for discussions and carry out assigned roles.
  - 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.
  - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- L.4.1
  - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
  - Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
  - Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
  - Form and use prepositional phrases
- L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**Unit Essential Questions:**

- How do I analyze text?
- Why is it important to read the questions before I read the text?
- What do I do when I don’t understand something in my text?
- How do I manage my time on a timed reading assessment?
- How do I use examples from the text to support my ideas?
- What different strategies should I use if I am reading fiction or nonfiction?

**Unit Enduring Understandings:**

*Students will understand...*

- readers think about what strategies to use in order to comprehend their reading.
- readers use context clues in order to comprehend their reading.
- readers use titles, subtitles, and pictures to help organize their thoughts on reading.
- readers preview the questions before reading to enhance comprehension.
- readers support their work using textual evidence.

<p><b>Unit Objectives:</b></p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• How to apply reading strategies to monitor comprehension before, during, and after reading</li> <li>• Read literary and informational grade level text</li> <li>• How to analyze and respond to an open-ended question</li> <li>• How parts of a word determine its meaning</li> </ul>	<p><b>Unit Objectives:</b></p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• engage in meaningful dialogue about their reading</li> <li>• make text-to-self, text-to-text, and text-to-world connections while reading</li> <li>• build their reading fluency</li> <li>• follow classroom routines and expectations</li> <li>• use a combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read</li> <li>• determine the meaning of unfamiliar words using context clues, roots, and other references</li> </ul>
<p><b>Evidence of Learning</b></p>	
<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Reading Response Entries/Journal</li> <li>• Performance Based Checklists</li> <li>• Running Records/Anecdotal Notes</li> <li>• Observations/Conferences</li> <li>• Classroom Discussions/Questioning</li> <li>• Self-Assessment/Reflections</li> <li>• Turn and Talk</li> <li>• Quizzes</li> <li>• Rubrics</li> <li>• Graphic Organizers</li> </ul>	
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Unit Tests/Projects</li> <li>• State Assessments</li> </ul>	
<p><b>Modifications (ELLs, Special Education, Gifted and Talented)</b></p> <p>Suggested / possible modifications for <i>ELL and Special Education</i>:</p> <ul style="list-style-type: none"> <li>• choral reading</li> <li>• charts, posters, videos</li> <li>• highlighter</li> <li>• write helpful hints in margins of copied materials</li> <li>• provide copy of all notes</li> <li>• preferential seating</li> <li>• use manipulatives/graphic organizers</li> <li>• reinforce vocabulary within the content</li> <li>• small group instruction</li> <li>• use books on tape (when available)</li> </ul> <p>Suggested / possible modifications for <i>Gifted and Talented</i>:</p> <ul style="list-style-type: none"> <li>• ask open-ended questions</li> <li>• encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)</li> <li>• do not always be explicit, allow for discovery</li> </ul>	

- use centers and group students according to ability or interest
- propose interest based extension activities
- use leveled texts and offer an advanced reader reading list
- ask “why” and “what if” questions
- use varied modes of pre-assessment and assessment

## **Always follow all IEP and/or 504 Plan modifications.**

### **Suggested Resources for Teachers:**

- Schoolwide Fiction/Nonfiction Unit (revisit lessons as necessary)\
- Read.Write.Think. (<http://www.readwritethink.org/>)
- Reading A-Z (<http://www.readinga-z.com/>)
- Read Works (<http://www.readworks.org/>)
- Time For Kids/Scholastic News/Storyworks Magazines
- PARCC (<http://www.parcconline.org/>)

### **Teacher Notes:**

The following foundational skills should be developed continuously throughout the year:

- Make use of schema
- Reread for clarification
- Seek meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

1. Children will **use a variety of fix-up strategies** to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
2. Children will deepen their comprehension by **accessing their prior knowledge** before reading a selection. While reading, they will learn to **make connections** from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of **retelling** to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to **summarize** a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to **ask questions** before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to **visualize** the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to **infer (and predict)** information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to **discriminate what is important from what is not**. Children will be able to use this information to **determine main ideas and themes** of texts.
9. Students will stop often while reading to **synthesize** the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

*Writing:*

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
- Development: the topic, theme, stand/perspective, argument or character is fully developed
- Organization: the text exhibits a discernible progression of ideas
- Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
- Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
- Sentence formation: sentences are complete and varied in length and structure
- Conventions: appropriate grammar, mechanics, spelling and usage to enhance the meaning and readability of the text.

**Other Resources:**

[https://www.13.state.nj.us/NJCCCS/ContentAreaView\\_SocialStudies.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx)

[https://www.13.state.nj.us/NJCCCS/ContentAreaView\\_Science.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaView_Science.aspx)

<http://www.corestandards.org/the-standards/mathematics>

<http://www.commoncore.org>

<b>Unit 7 Overview</b>
<b>Content Area:</b> Language Arts Literacy
<b>Unit Title:</b> Unit 7 Fiction – Folktales, Legends, and Myths
<b>Target Course/Grade Level:</b> Grade 4
<p><b>Unit Summary:</b>  <b>Unit 7:</b>  <b>College and Career Readiness:</b> Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <a href="http://www.corestandards.org/the-standards/english-language-arts-standards">http://www.corestandards.org/the-standards/english-language-arts-standards</a></p> <p><b>Primary Interdisciplinary Connections:</b>  Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: <a href="http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf">http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf</a></p> <p><b>21st Century Themes:</b>  <b>9.1 Life and Career Skills:</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures  <b>9.2 Personal Financial Literacy:</b> All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.  <b>9.3 Career Awareness, Exploration, and Preparation:</b> All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.  <b>9.4 Career and Technical Education:</b> All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the <a href="#">Career Clusters Table</a>.)  <a href="https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx">https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx</a></p>
<b>Learning Targets</b>
<p><b>Number Common Core Standards for Mastery</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text</li> <li>• 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)</li> <li>• 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)</li> <li>• 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.</li> <li>• 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</li> <li>• 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.</li> <li>• RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>• RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> <li>• RF.4.4 Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.</li> <li>• RF.4.4 Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.</li> <li>• SL.4.1 <ul style="list-style-type: none"> <li>○ Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing</li> </ul> </li> </ul>

<p>their own clearly.</p> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>○ 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.</li> <li>○ Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul> <ul style="list-style-type: none"> <li>● SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>● SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</li> <li>● 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.</li> </ul> <ul style="list-style-type: none"> <li>● L.4.1 <ul style="list-style-type: none"> <li>○ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>○ Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</li> <li>○ Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</li> <li>○ Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</li> <li>○ Form and use prepositional phrases</li> </ul> </li> <li>● L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</li> </ul>	
<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What is traditional literature and how does it differ from other forms of writing?</li> <li>● How were early stories passed down?</li> <li>● What do we learn about a specific culture by reading their traditional literature?</li> <li>● What features differentiate each type of traditional literature?</li> <li>● How do readers effectively comprehend traditional literature?</li> <li>● What are the elements of traditional literature?</li> <li>● How do sensory details help a reader to understand traditional literature?</li> </ul>	<p><b>Unit Enduring Understandings:</b> <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>● Traditional Literature-stories that are passed down from one group to another throughout history.</li> <li>● Folk tales are stories that are passed down from one generation to the next orally by different cultural groups.</li> <li>● Fairy tales have roots in the oral tradition, but also include magical elements (e.g., the presence of witches, dragons, trolls, magic spells, etc.)</li> <li>● Tall tales originate from American folk stories with unbelievable elements told as if they were true.</li> <li>● Legends are stories related as facts to explain historical events and describe historical figures from a specific time and place.</li> <li>● Fables are have characters that are animals and there is a moral or lesson to be learned.</li> <li>● Myths are stories based on tradition to explain how the world and humankind came to be.</li> </ul>

<p><b>Unit Objectives:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Types of traditional literature <ul style="list-style-type: none"> <li>○ Folktales</li> <li>○ Fairy tales</li> <li>○ Tall tales</li> <li>○ Legends</li> <li>○ Fables</li> <li>○ Myths</li> </ul> </li> <li>• Elements of writing <ul style="list-style-type: none"> <li>○ Foreshadowing</li> <li>○ Sensory details</li> <li>○ Figurative language</li> <li>○ Tone and mood</li> </ul> </li> <li>• how to make connections between different versions of text <ul style="list-style-type: none"> <li>○ written</li> <li>○ visual</li> <li>○ oral</li> <li>○ print</li> <li>○ digital</li> </ul> </li> <li>• the words and phrases used in today's culture originated from traditional literature (e.g. Greek Mythology)</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• engage in meaningful dialogue about their reading</li> <li>• make text-to-self, text-to-text, and text-to-world connections while reading</li> <li>• use a combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read</li> <li>• identify the point of view from which a story is being told</li> <li>• identify the key elements in traditional literature</li> <li>• determine the message of a folk tale, legend, or myth</li> <li>• determine the meaning of unfamiliar words using context clues, roots, and other references</li> <li>• build their reading fluency</li> <li>• follow classroom routines and expectations</li> </ul>
<b>Evidence of Learning</b>	
<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Reading Response Entries/Journal</li> <li>• Performance Based Checklists</li> <li>• Running Records/Anecdotal Notes</li> <li>• Observations/Conferences</li> <li>• Classroom Discussions/Questioning</li> <li>• Self-Assessment/Reflections</li> <li>• Turn and Talk</li> <li>• Quizzes</li> <li>• Rubrics</li> <li>• Graphic Organizers</li> </ul>	
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Unit Tests/Projects</li> <li>• State Assessments</li> </ul>	
<p><b>Modifications (ELLs, Special Education, Gifted and Talented)</b> Suggested / possible modifications for <i>ELL and Special Education</i>:</p> <ul style="list-style-type: none"> <li>• choral reading</li> <li>• charts, posters, videos</li> <li>• highlighter</li> <li>• write helpful hints in margins of copied materials</li> <li>• provide copy of all notes</li> <li>• preferential seating</li> </ul>	

- use manipulatives/graphic organizers
- reinforce vocabulary within the content
- small group instruction
- use books on tape (when available)

Suggested / possible modifications for *Gifted and Talented*:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment

**Always follow all IEP and/or 504 Plan modifications.**

**Suggested Resources for Teachers:**

- Schoolwide Fiction (Traditional Literature Lessons)
- Read.Write.Think. (<http://www.readwritethink.org/>)
- Reading A-Z (<http://www.readinga-z.com/>)
- Read Works (<http://www.readworks.org/>)
- Time For Kids/Scholastic News/Storyworks Magazines

**Teacher Notes:**

The following foundational skills should be developed continuously throughout the year:

- Make use of schema
- Reread for clarification
- Seek meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

1. Children will **use a variety of fix-up strategies** to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word.

Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by **accessing their prior knowledge** before reading a selection.

While reading, they will learn to **make connections** from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of **retelling** to recall important details. Students will learn to discern what is most important to use in the retelling.

4. Students will learn to **summarize** a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

5. Students will learn to **ask questions** before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they

don't know and get help in comprehending.

6. Students will learn to **visualize** the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to **infer (and predict)** information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to **discriminate what is important from what is not**. Children will be able to use this information to **determine main ideas and themes** of texts.

9. Students will stop often while reading to **synthesize** the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

*Writing:*

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the text exhibits a discernible progressions of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
  - Sentence formation: sentences are complete and varied in length and structure
  - Conventions: appropriate grammar, mechanics, spelling and usage to enhance the meaning and readability of the text.

**Other Resources:**

[https://www.13.state.nj.us/NJCCCS/ContentAreaView\\_SocialStudies.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx)

[https://www.13.state.nj.us/NJCCCS/ContentAreaView\\_Science.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaView_Science.aspx)

<http://www.corestandards.org/the-standards/mathematics>

<http://www.commoncore.org>

## Unit 8 Overview

**Content Area:** Language Arts Literacy

**Unit Title:** Unit 8 Revisiting Critical Skills and Strategies – Test Prep

**Target Course/Grade Level:** Grade 4

### Unit Summary:

#### Unit 8:

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>

#### Primary Interdisciplinary Connections:

Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: [http://www.corestandards.org/assets/CCSSI\\_ELA%20Standards.pdf](http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf)

#### 21st Century Themes:

**9.1 Life and Career Skills:** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures

**9.2 Personal Financial Literacy:** All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

**9.3 Career Awareness, Exploration, and Preparation:** All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

**9.4 Career and Technical Education:** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the [Career Clusters Table](#).)

[https://www13.state.nj.us/NJCCCS/ContentAreaView\\_21st.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx)

## Learning Targets

### Number Common Core Standards for Mastery

- 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
- RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text
- 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)
- RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- RL.4.7 Make connections between 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
- 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.
- 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.
- RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area
- RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

- RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
- RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently
- RF 4.4 Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- SL.4.1
  - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
  - 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.
  - Follow agreed-upon rules for discussions and carry out assigned roles.
  - 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.
  - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.
- SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- L.4.1
  - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
  - Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
  - Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
  - Form and use prepositional phrases
- L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**Unit Essential Questions:**

- How do I analyze text?
- Why is it important to read the questions before I read the text?
- What do I do when I don't understand something in my text?
- How do I manage my time on a timed reading assessment?
- How do I use examples from the text to support my ideas?
- What different strategies should I use if I am reading fiction or nonfiction?

**Unit Enduring Understandings:**

*Students will understand...*

- readers think about what strategies to use in order to comprehend their reading.
- readers use context clues in order to comprehend their reading.
- readers use titles, subtitles, and pictures to help organize their thoughts on reading.
- readers preview the questions before reading to enhance comprehension.
- readers support their work using textual evidence.

<p><b>Unit Objectives:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• How to apply reading strategies to monitor comprehension before, during, and after reading</li> <li>• Read literary and informational grade level text</li> <li>• How to analyze and respond to an open-ended question</li> <li>• How parts of a word determine its meaning</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• engage in meaningful dialogue about their reading</li> <li>• make text-to-self, text-to-text, and text-to-world connections while reading</li> <li>• build their reading fluency</li> <li>• follow classroom routines and expectations</li> <li>• use a combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read</li> <li>• determine the meaning of unfamiliar words using context clues, roots, and other references</li> </ul>
<p><b>Evidence of Learning</b></p>	
<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Reading Response Entries/Journal</li> <li>• Performance Based Checklists</li> <li>• Running Records/Anecdotal Notes</li> <li>• Observations/Conferences</li> <li>• Classroom Discussions/Questioning</li> <li>• Self-Assessment/Reflections</li> <li>• Turn and Talk</li> <li>• Quizzes</li> <li>• Rubrics</li> <li>• Graphic Organizers</li> </ul>	
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Unit Tests/Projects</li> <li>• State Assessments</li> </ul>	
<p><b>Modifications (ELLs, Special Education, Gifted and Talented)</b></p> <p><i>Suggested / possible modifications for ELL and Special Education:</i></p> <ul style="list-style-type: none"> <li>• choral reading</li> <li>• charts, posters, videos</li> <li>• highlighter</li> <li>• write helpful hints in margins of copied materials</li> <li>• provide copy of all notes</li> <li>• preferential seating</li> <li>• use manipulatives/graphic organizers</li> <li>• reinforce vocabulary within the content</li> <li>• small group instruction</li> <li>• use books on tape (when available)</li> </ul> <p><i>Suggested / possible modifications for Gifted and Talented:</i></p> <ul style="list-style-type: none"> <li>• ask open-ended questions</li> <li>• encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)</li> <li>• do not always be explicit, allow for discovery</li> </ul>	

- use centers and group students according to ability or interest
- propose interest based extension activities
- use leveled texts and offer an advanced reader reading list
- ask “why” and “what if” questions
- use varied modes of pre-assessment and assessment

## **Always follow all IEP and/or 504 Plan modifications.**

### **Suggested Resources for Teachers:**

- Schoolwide Fiction/Nonfiction Unit (revisit lessons as necessary)\
- Read.Write.Think. (<http://www.readwritethink.org/>)
- Reading A-Z (<http://www.readinga-z.com/>)
- Read Works (<http://www.readworks.org/>)
- Time For Kids/Scholastic News/Storyworks Magazines
- PARCC (<http://www.parcconline.org/>)

### **Teacher Notes:**

The following foundational skills should be developed continuously throughout the year:

- Make use of schema
- Reread for clarification
- Seek meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

1. Children will **use a variety of fix-up strategies** to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.
2. Children will deepen their comprehension by **accessing their prior knowledge** before reading a selection. While reading, they will learn to **make connections** from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.
3. Students will build on their knowledge of **retelling** to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to **summarize** a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to **ask questions** before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to **visualize** the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to **infer (and predict)** information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to **discriminate what is important from what is not**. Children will be able to use this information to **determine main ideas and themes** of texts.
9. Students will stop often while reading to **synthesize** the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the

concepts presented in a text.

*Writing:*

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
- Development: the topic, theme, stand/perspective, argument or character is fully developed
- Organization: the text exhibits a discernible progressions of ideas
- Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
- Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
- Sentence formation: sentences are complete and varied in length and structure
- Conventions: appropriate grammar, mechanics, spelling and usage to enhance the meaning and readability of the text.

**Other Resources:**

[https://www.13.state.nj.us/NJCCCS/ContentAreaView\\_SocialStudies.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx)

[https://www.13.state.nj.us/NJCCCS/ContentAreaView\\_Science.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaView_Science.aspx)

<http://www.corestandards.org/the-standards/mathematics>

<http://www.commoncore.org>

<b>Unit 9 Overview</b>	
<b>Content Area:</b> Language Arts Literacy	
<b>Unit Title:</b> Unit 9 A Celebration of Reading - Shared Novel	
<b>Target Course/Grade Level:</b> Grade 4	
<p><b>Unit Summary:</b>  <b>Unit 9:</b>  <b>College and Career Readiness:</b> Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <a href="http://www.corestandards.org/the-standards/english-language-arts-standards">http://www.corestandards.org/the-standards/english-language-arts-standards</a></p> <p><b>Primary Interdisciplinary Connections:</b>  Reading Standards for Literacy Art/Math/Music/Science/Social Studies/Technology can be accessed through the following link: <a href="http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf">http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf</a></p> <p><b>21st Century Themes:</b>  <b>9.1 Life and Career Skills:</b> All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures  <b>9.2 Personal Financial Literacy:</b> All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.  <b>9.3 Career Awareness, Exploration, and Preparation:</b> All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.  <b>9.4 Career and Technical Education:</b> All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees. (For descriptions of the 16 career clusters, see the <a href="#">Career Clusters Table</a>.)  <a href="https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx">https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx</a></p>	
<b>Learning Targets</b>	
<b>Number Common Core Standards for Mastery</b>	
<b>RF.4.4a, RL.4.10, SL.4.1, SL.4.2</b>	
<ul style="list-style-type: none"> <li>• RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</li> <li>• RF.4.4 Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding.</li> <li>• SL.4.1 <ul style="list-style-type: none"> <li>○ Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</li> <li>○ 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.</li> <li>○ Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>○ 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.</li> <li>○ Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</li> </ul> </li> <li>• SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul>	
<p><b>Unit Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How have I improved as a reader?</li> <li>• How have my reading habits changed?</li> <li>• How do readers choose their favorite genres?</li> <li>• How can I continue to grow as a reader?</li> </ul>	<p><b>Unit Enduring Understandings:</b>  <i>Students will understand...</i></p> <ul style="list-style-type: none"> <li>• as readers develop, reading habits change.</li> <li>• readers have favorite genres, books, and authors.</li> <li>• readers have strong feelings and connections to texts they have read throughout the year.</li> <li>• readers are continually growing by</li> </ul>

<p><b>Unit Objectives:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Fiction vs. Nonfiction</li> <li>• guided reading level/five-finger rule</li> <li>• procedures/routines</li> <li>• how to set/achieve goals</li> <li>• how to engage in meaningful dialogue (turn &amp; talk) about their reading</li> <li>• connections (text-to-text, text-to-self, text-to-world)</li> <li>• how to interact with the text as they read (stop &amp; jot)</li> <li>• first and third person point of view</li> <li>• story element terms: <ul style="list-style-type: none"> <li>○ Characters</li> <li>○ Setting</li> <li>○ Problem</li> <li>○ Plot</li> <li>○ Solution/Theme/Moral/Lesson</li> </ul> </li> <li>• how to identify character traits and cite evidence from the text</li> <li>• strategies to determine the meaning of unfamiliar words</li> </ul>	<p style="text-align: right;">implementing known skills and strategies.</p> <p><b>Unit Objectives:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• choose books at the appropriate level independently.</li> <li>• follow classroom routines and expectations.</li> <li>• set realistic goals to enhance their comprehension and fluency.</li> <li>• reflect on their growth, strengths, and weaknesses as a reader.</li> <li>• describe their favorite genres, authors, and/or books and cite evidence to support their opinion.</li> <li>• activate their repertoire of strategies while reading independently.</li> <li>• Engage in meaningful conversation about the text to deepen understanding.</li> </ul>
<b>Evidence of Learning</b>	
<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Reading Response Entries/Journal</li> <li>• Performance Based Checklists</li> <li>• Running Records/Anecdotal Notes</li> <li>• Observations/Conferences</li> <li>• Classroom Discussions/Questioning</li> <li>• Self-Assessment/Reflections</li> <li>• Turn and Talk</li> <li>• Quizzes</li> <li>• Rubrics</li> <li>• Graphic Organizers</li> </ul>	
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• Unit Tests/Projects</li> <li>• State Assessments</li> </ul>	
<p><b>Modifications (ELLs, Special Education, Gifted and Talented)</b></p> <p>Suggested / possible modifications for <i>ELL and Special Education</i>:</p> <ul style="list-style-type: none"> <li>• choral reading</li> <li>• charts, posters, videos</li> <li>• highlighter</li> <li>• write helpful hints in margins of copied materials</li> <li>• provide copy of all notes</li> <li>• preferential seating</li> <li>• use manipulatives/graphic organizers</li> <li>• reinforce vocabulary within the content</li> </ul>	

- small group instruction
- use books on tape (when available)

Suggested / possible modifications for *Gifted and Talented*:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment

### **Always follow all IEP and/or 504 Plan modifications.**

#### **Suggested Resources for Teachers:**

- Schoolwide Fiction Unit (revisit lessons as necessary)
- Shared Novel (book clubs or whole class based on student interest):
  - Suggested Titles:
    - James and the Giant Peach (GRL Q)
    - Because of Winn Dixie (GRL R)
    - Cricket in Times Square (GRL S)
    - Tuck Everlasting (GRL V)
- End of the Year Reading Party Ideas (<http://www.education.com/magazine/article/6-ideas-reading-party/>)
- Daily 5 and Daily Café
- Read.Write.Think. (<http://www.readwritethink.org/>)
- Reading A-Z (<http://www.readinga-z.com/>)
- Read Works (<http://www.readworks.org/>)

#### **Teacher Notes:**

The following foundational skills should be developed continuously throughout the year:

- Make use of schema
- Reread for clarification
- Seek meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

1. Children will **use a variety of fix-up strategies** to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by **accessing their prior knowledge** before reading a selection. While reading, they will learn to **make connections** from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of **retelling** to recall important details. Students will learn to discern what is most important to use in the retelling.
4. Students will learn to **summarize** a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.
5. Students will learn to **ask questions** before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.
6. Students will learn to **visualize** the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.
7. Children will learn to **infer (and predict)** information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.
8. Children will be able to **discriminate what is important from what is not**. Children will be able to use this information to **determine main ideas and themes** of texts.
9. Students will stop often while reading to **synthesize** the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

*Writing:*

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the text exhibits a discernible progression of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
  - Sentence formation: sentences are complete and varied in length and structure
  - Conventions: appropriate grammar, mechanics, spelling and usage to enhance the meaning and readability of the text.

**Other Resources:**

[https://www.13.state.nj.us/NJCCCS/ContentAreaView\\_SocialStudies.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx)

[https://www.13.state.nj.us/NJCCCS/ContentAreaView\\_Science.aspx](https://www.13.state.nj.us/NJCCCS/ContentAreaView_Science.aspx)

<http://www.corestandards.org/the-standards/mathematics>

<http://www.commoncore.org>