

Paulsboro Schools



Curriculum

Language Arts Literacy

Grade 4

2011 - 2012

*** For adoption by all regular education programs
Board Approved: April 2012
as specified and for adoption or adaptation by
all Special Education Programs in accordance
with Board of Education Policy.**

PAULSBOROSCHOOL DISTRICT

Superintendent

Dr. Frank Scambia

BOARD OF EDUCATION

Ms. Sharon Downs, President

Mrs. Dolores Burzichelli, Vice President

Mrs. Barbara Dunn

Ms. Bonnie Eastlack

Mr. Louis Fabiani*

Mr. Gerald Hodges, Sr.

Mrs. Regina M. James

Mr. Joseph L. Lisa

Mr. Joseph M. Quinn

Mr. Thomas Ridinger

Curriculum writing team members:

Tara Battaglia, Barbara Gross

Paulsboro Schools Mission Statement

The mission of the Paulsboro School District is to provide each student educational opportunities to assist in attaining their full potential in a democratic society.

Our instructional programs will take place in a responsive, community based school system that fosters respect among all people.

Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Introduction/Philosophy: (this is from science...delete and write your own philosophy)

“Today more than ever before, science holds the key to our survival as a planet and our security and prosperity as a nation”(Obama, 2008)

Scientific literacy assumes an increasingly important role in the context of globalization. The rapid pace of technological advance, access to an unprecedented wealth of information, and the pervasive impact of science and technology on day-to-day living require a depth of understanding that can be enhanced through quality science education. In the 21st century, science education focuses on the practices of science that lead to a greater understand of the growing body of scientific knowledge that is required of citizens in an ever-changing world.

Educational Goals (taken from NJCCCS)

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

Scope and Sequence Map

Quarter 1	
Big Idea 1: The ability to read a variety of texts requires independent, comprehension, and fluency.	Big Idea 2: Writing is the process of communicating in print for a variety of audiences and purposes
Big Idea 3: Oral language and listening are tools for communicating, thinking, and learning.	Big Idea 4: A media literate person can evaluate how words, images, and sounds influence a message.
Quarter 2	
Big Idea 1: The ability to read a variety of texts requires independent, comprehension, and fluency.	Big Idea 2: Writing is the process of communicating in print for a variety of audiences and purposes.
Big Idea 3: Oral language and listening are tools for communicating, thinking, and learning.	Big Idea 4: A media literate person can evaluate how words, images, and sounds influence a message.

Scope and Sequence Map

Quarter 3	
Big Idea 1: The ability to read a variety of texts requires independent, comprehension, and fluency.	Big Idea 2: Writing is the process of communicating in print for a variety of audiences and purposes.
Big Idea 3: Oral language and listening are tools for communicating, thinking, and learning.	Big Idea 4: A media literate person can evaluate how words, images, and sounds influence a message.
Quarter 4	
Big Idea 1: The ability to read a variety of texts requires independent, comprehension, and fluency.	Big Idea 2: Writing is the process of communicating in print for a variety of audiences and purposes.
Big Idea 3: Oral language and listening are tools for communicating, thinking, and learning.	Big Idea 4: A media literate person can evaluate how words, images, and sounds influence a message.

Subject/Grade level: LAL 4

Suggested days of instruction: 45

Quarter 1

Objective/ Cluster Concept/
Cumulative Progress Indicators

The student will be able to:

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.4.4. 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).

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.

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

RF.4.3.a. Use combined knowledge of all letter-sound correspondences, syllabication

Big Idea 1: The ability to read a variety of texts requires independent, comprehension, and fluency.

Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

Suggested Readings- Theme: Literature – Research Project (1)

1. Greek Myths (3-5)
2. Science (1-2)
3. Social Studies/arts (1-2)

Additional Resources: -dictionary

- McGraw Hill Treasures series
- Launching Reading Workshop (Lucy Calkins)
- Guiding Readers and Writers Grades 3-6 (Fountas & Pinnell)
- Paulsboro School District Grade 4 Science and Social Studies Curriculum Guides
- Library
- Literacy Coach
- Leveled books

Essential Questions:

1. How can you use the text to explain and draw inferences?
2. How do words/ phrases change when they allude to significant characters found in mythology?
3. How can you use informational text to explain and draw inferences?
4. What is the main idea of the informational text and how is it supported by details?
5. How can you use decoding skills with an unknown words?
6. What do you do when you do not know the meaning of a word or words?

Sample Learning Activities:

- Interactive read alouds
- Reader response journal
- Guided reading
- Reader's workshop
- Think/Pair/Share
- Reciprocal teaching skills
- Student directed word wall

Assessment Models:

Formative:

- Running/ Anecdotal records
- Guided reading/ conferencing
- Reading Response Journal,
- Teacher observation

Summative:

- Treasures comprehension test
- MAP Test (Lexile) benchmark
- NJ ASK

patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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

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

L.4.4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Enduring Understanding:

1. Good readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
2. Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
3. Good readers gather and critique information from different sources for specific purposes on similar subjects.

Intervention Materials/ Strategies:

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction/Leveled Readers
- Flexible grouping

ELL:

- leveled readers
- after school support (tier 3)
- classroom modifications

Subject/ Grade Level: LAL 4

Suggested Days of Instruction: 45

Quarter 1

Objective/ Cluster Concept/
Cumulative Progress Indicators

The student will be able to:

W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

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

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

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

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

W.4.4. Produce clear and coherent writing in which the development

Big Idea 2: Writing is the process of communicating in print for a variety of audiences and purposes.

Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

Writing about Text: Focus on Opinions (2 analyses) develop and convey understanding

- Research Project (1)
- Narrative Writing (1-2)

Additional Resources:

- McGraw Hill Treasures Series
- Library
- NJ Holistic Scoring Rubric
- Dictionary
- Literacy Coach
- Launching Writing Workshop (Lucy Calkins)
- Loudenslager computer lab

Essential Questions:

1. How can we write a detailed story using sequence?
2. How would you describe the writing process?
3. Why is planning, revising, and editing important to the writing process?
4. How do you write a report using a books read and other resources on different aspects of a single topic?
5. How do you organize notes and information into categories and list resources?
6. What evidence can you find in the text to support your analysis, reflection, or research?

Sample Learning Activities:

- Writer's Workshop
- Peer and teacher conferences
- Guided writing
- Teacher model writing process
- Student directed word wall

Assessment Models:

Formative:

- Writing journal
- Conference with teacher

Summative:

- Rubric assessments of published pieces
- Portfolio
- Pre/post district writing samples

and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9.a. Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

W.4.9.b. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Enduring Understanding:

1. Good writers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
2. Good writers gather and critique information from different sources for specific purposes on similar subjects.
3. Good writers need to know that words powerfully affect meaning.

Intervention Materials/ Strategies:

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction/Leveled Readers
- Flexible grouping

ELL:

- leveled readers
- after school support (tier 3)
- classroom modifications

Subject/Grade Level: LAL 4

Suggested Days of Instruction: 45

Quarter 1

Objective/ Cluster Concept/
Cumulative Progress Indicators

The student will be able to:

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.

SL.4.1.a.Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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

SL.4.1.c.Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1.d.Review the key ideas expressed and explain their own ideas and understanding in light of

Big Idea 3: Oral language and listening are tools for communicating, thinking, and learning.

Goals:

- 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
- 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
- 3. Investigate, research, and synthesize information from various media sources.

Suggested Readings- Theme: Literature

- 1. Greek Myths (3-5)
- 2. Science (1-2)
- 3. Social Studies/arts (1-2)

Additional Resources:

- McGraw Hill Treasures series
- Dictionary
- Guiding Readers and Writers Grades 3-6 (Fountas & Pinnell)
- Launching Reading Workshop (Lucy Calkins)
- Paulsboro School District Grade 4 Science and Social Studies Curriculum Guides
- Library
- Literacy Coach
- Leveled books

Essential Questions:

- 1. How are the rules for discussion followed?
- 2. Why do we speak in complete sentences when in a conversation?

Enduring Understanding:

- 1. Speaking, discussion, and inquiry enhance vocabulary and reading comprehension.
- 2. Speaking is a rehearsal process for developing written ideas.
- 3. Spoken contributions to discussion assist in the development of individual ideas, new hypotheses, and perspectives.
- 4. The formation of spoken messages is built on reading, listening, viewing, and writing.

Sample Learning Activities:

- Oral presentations
- Reader's Theater
- Think/Pair/Share
- Guided Reading/ Literature Discussion Groups
- Debate
- Teacher model read aloud

Assessment Models:

Formative:

- Teacher observation

Summative:

- Teacher observation notes

the discussion.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

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

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

L.4.1.e. Form and use prepositional phrases.

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

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

Intervention Materials/ Strategies:

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction/Leveled Readers

ELL:

- leveled readers
- after school support (tier 3)
- classroom modifications

Subject/ Grade level: LAL 4	Suggested days of instruction: 45	
Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators The students will be able to: 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.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Big Idea 1: The ability to read a variety of texts requires independent, comprehension, and fluency.	Goals: 1.Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2.Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3.Investigate, research, and synthesize information from various media sources.
	Suggested Readings- Theme: Informational – Research Project (1) 1.Literature (3-5) 2. Science (1-2) 3. Social Studies/arts (1-2) Additional Resources: -dictionary - McGraw Hill Treasures series - Library Launching Reading Workshop (Lucy Calkins) - Literacy Coach - Guiding Readers and Writers Grades 3-6 (Fountas & Pinnell) - Leveled books - Paulsboro School District Grade 4 Science and Social Studies Curriculum Guides	
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 <i>grade 4 topic or subject area</i> L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Essential Questions: 1. Describe how the character affects the sequence of events using specific details from the text. 2. Why summarize the theme of the story, drama, or poem to determine the theme? 3. What is the connection with the information in the text in regard to time, sequence, and cause/effect? 4. How do you comprehend what you read? 5. Why are there differences in language when writing, speaking, reading, or listening?	Sample Learning Activities: -Interactive read alouds -Reader response journal -Guided reading -Reader’s workshop -Think/Pair/Share -Reciprocal teaching skills -Student directed word wall

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

L.4.3.b.Choose punctuation for effect.

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

Enduring Understanding:

4. Good readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
5. Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
6. Good readers gather and critique information from different sources for specific purposes on similar subjects.

Intervention Materials/ Strategies:

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction/Leveled Readers
- Flexible grouping

ELL:

- leveled readers
- after school support (tier 3)
- classroom modifications

Assessment Models:

Formative:

Running/ Anecdotal records
Guided reading/ conferencing
Reading Response Journal,
Teacher observation

Summative:

Treasures comprehension test
MAP Test (Lexile) benchmark
NJ ASK

Subject/ Grade level: LAL 4

Suggested days of instruction: 45

Quarter 2

Objective/ Cluster Concept/
Cumulative Progress Indicators

The students will be able to:

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

W.4.2.a.Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

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

W.4.2.c.Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*). d.Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.4.2.d.Provide a concluding statement or section related to the information or explanation presented.

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

W.4.7. Conduct short research projects that build knowledge

Big Idea 2: Writing is the process of communicating in print for a variety of audiences and purposes.

Goals:

- 1.Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
- 2.Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
- 3.Investigate, research, and synthesize information from various media sources.

Writing about Text: Focus on Inform/Explain (2 analyses) develop and convey understanding

- Research Project (1)
- Narrative Writing (1-2)

Additional Resources:

- McGraw Hill Treasures Series
- Library
- NJ Holistic Scoring Rubric
- Dictionary
- Literacy Coach
- Launching Writing Workshop (Lucy Calkins)
- Loudenslager computer lab

Essential Questions:

1. How can you clearly explain in writing about a topic?
2. Why is planning, revising, and editing important to the writing process?
3. How do you write a report using a books read and other resources on different aspects of a single topic?
4. How do you organize notes and information into categories and list resources?
5. What evidence can you find in the text to support your analysis, reflection, or research?
6. What is the purpose of using capitalization, punctuation, and spelling when writing?

Sample Learning Activities:

- Writer’s Workshop
- Peer and teacher conferences
- Guided writing
- Teacher model writing process
- Student directed word wall

Assessment Models:

- Formative:**
- Writing journal
 - Conference with teacher
- Summative:**
- Rubric assessments of published pieces
 - Portfolio
 - Pre/post district writing samples

through investigation of different aspects of a topic.

W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9.a. Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

W.4.9.b. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2.a. Use correct capitalization.

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

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

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

Enduring Understanding:

1. Good writers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
2. Good writers gather and critique information from different sources for specific purposes on similar subjects.
3. Good writers need to know that words powerfully affect meaning.

Intervention Materials/ Strategies:

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction/Leveled Readers
- Flexible grouping

ELL:

- leveled readers
- after school support (tier 3)
- classroom modifications

Subject/ Grade level: LAL 4

Suggested days of instruction: 45

Quarter 2

Objective/ Cluster Concept/
Cumulative Progress Indicators

The students will be able to:

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.

Big Idea 3: Oral language and listening are tools for communicating, thinking, and learning.

Goals:

- 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
- 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
- 3. Investigate, research, and synthesize information from various media sources.

Suggested Readings- Theme: Informational

- 1. Literature (3-5)
- 2. Science (1-2)
- 3. Social Studies/arts (1-2)

Additional Resources:

- McGraw Hill Treasures series
- Dictionary
- Guiding Readers and Writers Grades 3-6 (Fountas & Pinnell)
- Launching Reading Workshop (Lucy Calkins)
- Paulsboro School District Grade 4 Science and Social Studies Curriculum Guides
- Library
- Literacy Coach
- Leveled books

Essential Questions:

- 1. How can you paraphrase portions of a text?
- 2. Why does a speaker provide support for points?

Enduring Understanding:

- 1. Speaking, discussion, and inquiry enhance vocabulary and reading comprehension.
- 2. Speaking is a rehearsal process for developing written ideas.
- 3. Spoken contributions to discussion assist in the development of individual ideas, new hypotheses, and perspectives.
- 4. The formation of spoken messages is built on reading, listening, viewing, and writing.

Intervention Materials/ Strategies:

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction/Leveled Readers

Sample Learning Activities:

- Oral presentations
- Reader's Theater
- Think/Pair/Share
- Guided Reading/ Literature Discussion Groups
- Debate
- Teacher model read aloud

Assessment Models:

- Formative:**
- Teacher observation
- Summative:**
- Teacher observation notes

ELL:

- leveled readers
- after school support (tier 3)
- classroom modification

Subject/ Grade level: LAL 4

Suggested days of instruction: 45

Quarter 3

Objective/ Cluster Concept/
Cumulative Progress Indicators

The students will be able to:

RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

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

RF.4.4. Read with sufficient

Big Idea 1: The ability to read a variety of texts requires independent, comprehension, and fluency.

Goals:

- 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
- 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
- 3. Investigate, research, and synthesize information from various media sources.

Suggested Readings- Theme: Literature – Research Project (1)

- 1. Literature (3-5)
- 2. Science (1-2)
- 3. Social Studies/arts (1-2)

Additional Resources: -dictionary

- McGraw Hill Treasures series
- Launching Reading Workshop (Lucy Calkins)
- Guiding Readers and Writers Grades 3-6 (Fountas & Pinnell)
- Paulsboro School District Grade 4 Science and Social Studies Curriculum Guides
- Library
- Literacy Coach
- Leveled books

Essential Questions:

- 1. Using the structural elements, how are poems, drama, and prose different?
- 2. Why are different stories narrated in first, second, and third person?
- 3. How would you describe the structure of events, ideas, concepts, or information in a text?
- 4. How is first and second person similar and different when describing the same event or topic?
- 5. How do you comprehend what you read?
- 6. What is an example of figurative language?

Sample Learning Activities:

- Interactive read alouds
- Reader response journal
- Guided reading
- Reader’s workshop
- Think/Pair/Share
- Reciprocal teaching skills
- Student directed word wall

Assessment Models:

Formative:

- Running/ Anecdotal records
- Guided reading/ conferencing
- Reading Response Journal,
- Teacher observation

Summative:

- Treasures comprehension test
- MAP Test (Lexile) benchmark
- NJ ASK

accuracy and fluency to support comprehension.

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

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

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

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

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

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

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

Enduring Understanding:

1. Good readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
2. Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
3. Good readers gather and critique information from different sources for specific purposes on similar subjects.

Intervention Materials/ Strategies:

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction/Leveled Readers
- Flexible grouping

ELL:

- leveled readers
- after school support (tier 3)
- classroom modifications

Subject/ Grade level: LAL 4	Suggested days of instruction: 45	
<p>Quarter 3 Objective/ Cluster Concept/ Cumulative Progress Indicators The students will be able to:</p> <p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.1.a.Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. W.4.1.b.Provide reasons that are supported by facts and details. W.4.1.c.Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). W.4.1.d.Provide a concluding statement or section related to the opinion presented.</p> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. W.4.8. Recall relevant information from experiences or gather relevant</p>	Big Idea 2: Writing is the process of communicating in print for a variety of audiences and purposes.	
	<p>Goals:</p> <div style="border: 1px solid black; padding: 5px;"> <ol style="list-style-type: none"> 1.Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2.Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3.Investigate, research, and synthesize information from various media sources. </div>	
	<p>Writing about Text: Focus on Inform/Explain (2 analyses) develop and convey understanding</p> <ul style="list-style-type: none"> - Research Project (1) - Narrative Writing (1-2) <p>Additional Resources:</p> <ul style="list-style-type: none"> <li style="width: 33%;">-McGraw Hill Treasures Series <li style="width: 33%;">-Library <li style="width: 33%;">- NJ Holistic Scoring Rubric <li style="width: 33%;">-Dictionary <li style="width: 33%;">-Literacy Coach <li style="width: 33%;">-Launching Writing Workshop (Lucy Calkins) <li style="width: 33%;">-Loudenslager computer lab 	
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do you form an opinion about a topic or a book? 2. How would you describe the writing process? 3. How do you write a report using a books read and other resources on different aspects of a single topic? 4. How do you organize notes and information into categories and list resources? 5. What evidence can you find in the text to support your analysis, reflection, or research? 6. Why do we speak in complete sentences when in a conversation? 	<p>Sample Learning Activities:</p> <p>Writer’s Workshop Peer and teacher conferences Guided writing Teacher model writing process Student directed word wall</p> <p>Assessment Models:</p> <p>Formative: Writing journal Conference with teacher</p> <p>Summative: Rubric assessments of published pieces Portfolio Pre/post district writing samples</p>	

information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.4.9.a. Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

W.4.9.B. Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

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

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

Enduring Understanding:

1. Good writers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
2. Good writers gather and critique information from different sources for specific purposes on similar subjects.
3. Good writers need to know that words powerfully affect meaning.

Intervention Materials/ Strategies:

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction/Leveled Readers
- Flexible grouping

ELL:

- leveled readers
- after school support (tier 3)
- classroom modifications

L.4.1.e. Form and use prepositional phrases.

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

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

Subject/ Grade level: LAL 4

Suggested days of instruction: 45

Quarter 3

Objective/ Cluster Concept/
Cumulative Progress Indicators

The student will be able to:

SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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

Intervention Materials/ Strategies:

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- -Small Group Instruction/Leveled Readers

Big Idea 3: Oral language and listening are tools for communicating, thinking, and learning.

Goals:

- 1.Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
- 2.Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
- 3.Investigate, research, and synthesize information from various media sources.

Suggested Readings- Theme: Literature – Research Project (1)

- Literature (3-5) 2. Science (1-2) 3. Social Studies/arts (1-2)

Additional Resources:

- McGraw Hill Treasures series
- Dictionary
- Guiding Readers and Writers Grades 3-6 (Fountas & Pinnell)
- Launching Reading Workshop (Lucy Calkins)
- Paulsboro School District Grade 4 Science and Social Studies Curriculum Guides
- Library
- Literacy Coach
- Leveled books

Essential Questions:

1. How would you retell a story with facts and descriptive details?
2. How are main ideas and themes developed when you create audio recordings of stories/poems or when drawings are added to stories?

Enduring Understanding:

1. Speaking, discussion, and inquiry enhance vocabulary and reading comprehension.
2. Speaking is a rehearsal process for developing written ideas.
3. Spoken contributions to discussion assist in the development of individual ideas, new hypotheses, and perspectives.
4. The formation of spoken messages is built on reading, listening, viewing, and writing.

Sample Learning Activities:

- Oral presentations
- Reader’s Theater
- Think/Pair/Share
- Guided Reading/ Literature Discussion Groups
- Debate
- Teacher model read aloud

Assessment Models:

- Formative:**
Teacher observation
- Summative:**
Teacher observation notes
- ELL:**
- leveled readers
 - after school support (tier 3)
 - classroom modification

Subject/ Grade level: LAL 4

Suggested days of instruction: 45

Quarter 4

Objective/ Cluster Concept/
Cumulative Progress Indicators

The students will be able to:

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.

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.

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

Big Idea 1: The ability to read a variety of texts requires independent, comprehension, and fluency.

Goals:

- 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
- 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
- 3. Investigate, research, and synthesize information from various media sources.

Suggested Readings- Theme: Informational

- 1. Literature (3-5)
- 2. Science (1-2)
- 3. Social Studies/arts (1-2)

Additional Resources: -dictionary

- McGraw Hill Treasures series
- Launching Reading Workshop (Lucy Calkins)
- Guiding Readers and Writers Grades 3-6 (Fountas & Pinnell)
- Paulsboro School District Grade 4 Science and Social Studies Curriculum Guides
- Library
- Literacy Coach
- Leveled books

Essential Questions:

- 1. How can you identify or describe the character, setting, or plot in the story using specific descriptions and directions in the text?
- 2. How are the two versions of the same story, myth, or traditional literature similar and different?
- 3. How do the images add to and clarify the informational text?
- 4. How did the author support particular point(s) in the text?
- 5. Using the most important points, how are the informational texts similar and different?
- 6. How do you comprehend what you read?

Sample Learning Activities:

- Interactive read alouds
- Reader response journal
- Guided reading
- Reader’s workshop
- Think/Pair/Share
- Reciprocal teaching skills
- Student directed word wall

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, with scaffolding as needed at the high end of the range.

Enduring Understanding:

1. Good readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
2. Good readers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
3. Good readers gather and critique information from different sources for specific purposes on similar subjects.

Intervention Materials/ Strategies:

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction/Leveled Readers
- Flexible grouping

ELL:

- leveled readers
- after school support (tier 3)
- classroom modifications

Assessment Models:

Formative:

Running/ Anecdotal records
Guided reading/ conferencing
Reading Response Journal,
Teacher observation

Summative:

Treasures comprehension test
MAP Test (Lexile) benchmark
NJ ASK

Subject/ Grade level: LAL 4

Suggested days of instruction: 45

Quarter 4

Objective/ Cluster Concept/
Cumulative Progress Indicators

The student will be able to:

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

W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Big Idea 2: Writing is the process of communicating in print for a variety of audiences and purposes.

Goals:

- 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
- 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
- 3. Investigate, research, and synthesize information from various media sources.

Writing about Text: Focus on Opinions (2 analyses) develop and convey understanding

- Research Project (1)
- Narrative Writing (1-2)

Additional Resources:

- McGraw Hill Treasures Series
- Library
- NJ Holistic Scoring Rubric
- Dictionary
- Literacy Coach
- Launching Writing Workshop (Lucy Calkins)
- Loudenslager computer lab

Essential Questions:

- 1. Why is planning, revising, and editing important to the writing process?
- 2. How do you pace your writing to complete a task?

Enduring Understanding:

- 1. Good writers compare, infer, synthesize, and make connections (text to text, text to word, text to self) to make text personally relevant and useful.
- 2. Good writers gather and critique information from different sources for specific purposes on similar subjects.
- 3. Good writers need to know that words powerfully affect meaning.

Intervention Materials/ Strategies:

- Compass Odyssey
- BSI/ Resource Push In Support (tier 2)
- Small Group Instruction/Leveled Readers
- Flexible grouping

Sample Learning Activities:

- Writer's Workshop
- Peer and teacher conferences
- Guided writing
- Teacher model writing process
- Student directed word wall

Assessment Models:

Formative:

- Writing journal
- Conference with teacher

Summative:

- Rubric assessments of published pieces
- Portfolio
- Pre/post district writing samples

ELL:

- leveled readers
- after school support (tier 3)
- classroom modifications

<p>Subject/ Grade level: LAL 4</p> <p>Quarter 4</p> <p>Objective/ Cluster Concept/ Cumulative Progress Indicators</p> <p>The student will be able to:</p> <p>SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p> <p>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., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<p>Suggested days of instruction: 45</p> <p>Big Idea 3: Oral language and listening are tools for communicating, thinking, and learning.</p> <p>Goals:</p> <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources. <p>Suggested Readings- Theme: Informational</p> <p>1. Literature (3-5) 2. Science (1-2) 3. Social Studies/arts (1-2)</p> <p>Additional Resources:</p> <ul style="list-style-type: none"> - McGraw Hill Treasures series - Dictionary - Guiding Readers and Writers Grades 3-6 (Fountas & Pinnell) - Launching Reading Workshop (Lucy Calkins) - Paulsboro School District Grade 4 Science and Social Studies Curriculum Guides - Library - Literacy Coach - Leveled books <table border="1" style="width: 100%;"> <tr> <td data-bbox="558 852 1339 1471"> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. When do you use formal and informal English? 2. How can you speak using words and phrases describing actions, emotions, or states of being? <p>Enduring Understanding:</p> <ol style="list-style-type: none"> 1. Speaking, discussion, and inquiry enhance vocabulary and reading comprehension. 2. Speaking is a rehearsal process for developing written ideas. 3. Spoken contributions to discussion assist in the development of individual ideas, new hypotheses, and perspectives. 4. The formation of spoken messages is built on reading, listening, viewing, and writing. </td> <td data-bbox="1339 852 2058 1471"> <p>Sample Learning Activities:</p> <p>Oral presentations Reader's Theater Think/Pair/Share Guided Reading/ Literature Discussion Groups Debate Teacher model read aloud</p> <p>Assessment Models:</p> <p>Formative: Teacher observation</p> <p>Summative: Teacher observation notes</p> <p>ELL:</p> <ul style="list-style-type: none"> -leveled readers -after school support (tier 3) -classroom modification </td> </tr> </table>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. When do you use formal and informal English? 2. How can you speak using words and phrases describing actions, emotions, or states of being? <p>Enduring Understanding:</p> <ol style="list-style-type: none"> 1. Speaking, discussion, and inquiry enhance vocabulary and reading comprehension. 2. Speaking is a rehearsal process for developing written ideas. 3. Spoken contributions to discussion assist in the development of individual ideas, new hypotheses, and perspectives. 4. The formation of spoken messages is built on reading, listening, viewing, and writing. 	<p>Sample Learning Activities:</p> <p>Oral presentations Reader's Theater Think/Pair/Share Guided Reading/ Literature Discussion Groups Debate Teacher model read aloud</p> <p>Assessment Models:</p> <p>Formative: Teacher observation</p> <p>Summative: Teacher observation notes</p> <p>ELL:</p> <ul style="list-style-type: none"> -leveled readers -after school support (tier 3) -classroom modification
<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. When do you use formal and informal English? 2. How can you speak using words and phrases describing actions, emotions, or states of being? <p>Enduring Understanding:</p> <ol style="list-style-type: none"> 1. Speaking, discussion, and inquiry enhance vocabulary and reading comprehension. 2. Speaking is a rehearsal process for developing written ideas. 3. Spoken contributions to discussion assist in the development of individual ideas, new hypotheses, and perspectives. 4. The formation of spoken messages is built on reading, listening, viewing, and writing. 	<p>Sample Learning Activities:</p> <p>Oral presentations Reader's Theater Think/Pair/Share Guided Reading/ Literature Discussion Groups Debate Teacher model read aloud</p> <p>Assessment Models:</p> <p>Formative: Teacher observation</p> <p>Summative: Teacher observation notes</p> <p>ELL:</p> <ul style="list-style-type: none"> -leveled readers -after school support (tier 3) -classroom modification 		

Subject/ Grade level: LAL 4

Suggested days of instruction: 45

Quarter 4

Objective/ Cluster Concept/
Cumulative Progress Indicators

The student will be able to:

W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Big Idea 4: A media literate person can evaluate how words, images, and sounds influence a message.

Goals:

- 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
- 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
- 3. Investigate, research, and synthesize information from various media sources.

Suggested Readings- Theme: Informational

- 1. Literature (3-5)
- 2. Science (1-2)
- 3. Social Studies/arts (1-2)

Additional Resources:

- McGraw Hill Treasures Series
- Library
- Gloucester County AVA
- Dictionary
- Literacy Coach
- Leveled Books
- Listening Station (CD player and/or IPod)
- Netbook computers/ printer
- Compass Odyssey

Essential Questions:

- 1. How does technology assist you during the writing process?

Enduring Understanding:

- 1. Messages are delivered through a variety of print and non-print mediums.
- 2. Visual images support comprehension and learning (to include illustrations, photographs, graphs, maps, diagrams, charts, inserts, and computer icons).
- 3. A strategic reader uses all presented graphics/images to enhance the intended message.

Sample Learning Activities:

- Teacher model writing process
- Tiered based projects
- Compass Odyssey writing portfolio
- Movie/Video related to topic

Assessment Models:

Formative:
-conference

Summative:
-rubric scores of published pieces

Grade 4 Language Arts Outcomes

<i>Reading Benchmarks</i>	<i>Writing Benchmarks</i>
Form	Form
Utilize text features to comprehend	Compose and construct various pieces using the writing process <i>Hook sentence</i> <i>Focus/Main idea</i> <i>Sequence/Order</i> <i>Supporting details</i> <i>Conclusion</i>
Apply phonological awareness	Apply strategies to create formal products or publications
Interpret word families	Support writing with language structures, conventions, and media techniques <i>Proper tense</i> <i>Subject-verb agreement</i> <i>Pronouns</i> <i>4 types of sentences</i> <i>Figurative language</i> <i>Adjective & Adverbs</i> <i>Punctuation</i>
Read fluently for different purposes	Use different forms and techniques for a variety of audiences and purposes
Apply before, during, and after reading strategies	Collect, organize, and discuss favorite writing samples and save into a portfolio
Develop vocabulary	
Comprehend various structures, formats, and genres	
Gather, evaluate, and synthesize data for a variety of sources	

