

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

*Moorestown Upper Elementary School
English Language Arts*

*ELA
4th Grade*

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Contents

<u>Administration</u>	3
<u>Course Description and Fundamental Concepts</u>	4
<u>New Jersey Student Learning Standards</u>	5
<u>Pacing Guide</u>	22
<u>Units Scope and Sequence</u>	23

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[Course Description and Fundamental Concepts](#)

The Grade 4 ELA curriculum is based on the New Jersey Student Learning Standards and the instructional principles of modeling, shared experience, guided and independent practice in reading, writing, language, speaking and listening, and foundational skills. Students will determine a theme, describe in depth a character, setting, or event in a story, and compare and contrast point of view. They will compare and contrast a firsthand and secondhand account of the same event or topic, describe informational text structures, and explain how an author uses reasons and evidence to support particular points in a text. They will compose opinion pieces supporting a point of view with reasons and information. In addition, they will write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequence and compose informative/explanatory texts to examine a topic and convey ideas and information clearly. Students will draw evidence from literary or informational texts to support analysis, reflection, and research and will edit their writing for accurate grade-level grammar, capitalization, punctuation, and spelling through the workshop model. They will read texts within the text complexity band of fourth grade with appropriate fluency, accuracy, and expression. They will determine the meaning of grade-level words and phrases as they are used in a text and will continue to build academic and domain-specific vocabulary while learning and applying knowledge of word parts.

[New Jersey Student Learning Standards \(NJSLS\)](#)

Subject/Content Standards

Include grade appropriate subject/content standards that will be addressed

Grade 4

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Grade 4

Progress Indicators for Reading Literature

Key Ideas and Details

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure

RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

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

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

Integration of Knowledge and Ideas

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

RL.4.8. (Not applicable to literature)

RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Complexity of Text

RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Grade 4
Progress Indicators for Informational Text

Key Ideas and Details

RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

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

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

Integration of Knowledge and Ideas

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject Knowledgeably.

Range of Reading and Level of Text Complexity

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

Grade 4
Progress Indicators for Reading Foundation Skills

Phonics and Word Recognition

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

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

Fluency

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

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. New Jersey

Grade 4

Progress Indicators for Writing

Text Types and Purposes

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

- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which
- B. related ideas are grouped to support the writer's purpose.
- C. Provide reasons that are supported by facts from texts and/or other sources. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- D. Provide a conclusion related to the opinion presented.

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

- A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information or explanation presented.

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

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- C. Use a variety of transitional words and phrases to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- E. Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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

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

Research to Build and Present Knowledge

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

Topic.

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

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

- 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].”).
- 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”).

Range of Writing

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

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and

sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grade 4 Progress Indicators for Speaking and Listening

Comprehension and Collaboration

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.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- E.

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

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

Presentation of Knowledge and Ideas

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

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

SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Anchor Standards for Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Grade 4 Progress Indicators for Language

Conventions of Standard English

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

- A. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
- B. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
- C. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
- D. Form and use prepositional phrases.
- E. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- F. Correctly use frequently confused words (e.g., to, too, two; there, their).

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

- A. Use correct capitalization.
- B. Use commas and quotation marks to mark direct speech and quotations from a text.
- C. Use a comma before a coordinating conjunction in a compound sentence.
- D. Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Choose words and phrases to convey ideas precisely.
- B. Choose punctuation for effect.
- 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).

Vocabulary Acquisition and Use

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

- A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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

- A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- B. Recognize and explain the meaning of common idioms, adages, and proverbs.
- C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

List appropriate units below for which standards will be addressed

By Grade 5		
Unit Addressed	Core Idea	Standard / Description
1, 2, 3, 5, 8, 9	An individual's passions, aptitude and skills can affect his/her employment and earning potential.	<i>9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.2.5.CAP.2: Identify how you might like to earn an income. 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.</i>
2, 3, 8, 9	Income and benefits can vary depending on the employer and type of job or career.	<i>9.2.5.CAP.5: Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.</i>
2, 3, 5, 8	There are a variety of factors to consider before starting a business.	<i>9.2.5.CAP.6: Compare the characteristics of a successful entrepreneur with the traits of successful employees. • 9.2.5.CAP.7: Identify factors to consider before starting a business.</i>
2, 3, 5, 8, 9	Individuals can choose to accept inevitable risk or take steps to protect themselves by avoiding or reducing risk.	<i>9.2.5.CAP.8: Identify risks that individuals and households face. 9.2.5.CAP.9: Justify reasons to have insurance.</i>

Life Literacies and Key Skills (Standard 9.4)*List appropriate units below for which standards will be addressed*

By Grade 5		
Unit Addressed	Core Idea	Standard / Description
1-9	Creativity and Innovation: Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	9.4.5.CI.1: <i>Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).</i> 9.4.5.CI.2: <i>Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).</i>
1-9	Creativity and Innovation: Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.	9.4.5.CI.3: <i>Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</i> 9.4.5.CI.4: <i>Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).</i>
1-9	Critical Thinking and Problem-solving: The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.	9.4.5.CT.1: <i>Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</i> 9.4.5.CT.2: <i>Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</i> 9.4.5.CT.3: <i>Describe how digital tools and technology may be used to solve problems.</i> 9.4.5.CT.4: <i>Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</i>

1-9	Digital Citizenship: Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people’s ideas in one’s own work provided that proper credit is given to the original source.	<i>9.4.5.DC.1: Explain the need for and use of copyrights.</i> <i>9.4.5.DC.2: Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.</i> <i>9.4.5.DC.3: Distinguish between digital images that can be reused freely and those that have copyright restrictions.</i>
1-9	Digital Citizenship: Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.	<i>9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).</i>
2, 5, 7, 8, 9	Digital Citizenship: Digital identities must be managed in order to create a positive digital footprint.	<i>9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity</i>
7, 8, 9	Digital Citizenship: Digital tools have positively and negatively changed the way people interact socially.	<i>9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).</i> <i>9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.</i>
4, 5, 6, 7, 9	Digital Citizenship: Digital engagement can improve the planning and delivery of climate change actions.	<i>9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).</i>
5,6, 7, 8, 9	Global and Cultural Awareness: Culture and geography can shape an individual’s experiences and perspectives.	<i>9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).</i>
1-9	Information and Media Literacy: Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.	<i>9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).</i>

1, 2, 3, 5, 7, 8, 9	Information and Media Literacy: Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.	<i>9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3). 9.4.5.IML.3: Represent the same data in multiple visual formats in order to tell a story about the data.</i>
1, 2, 3, 5, 8, 9	Information and Media Literacy: Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.	<i>9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole. 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).</i>
1, 2, 3, 5, 7, 8, 9	Information and Media Literacy: Specific situations require the use of relevant sources of information.	<i>9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5). 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).</i>
1, 2, 3, 6, 7, 8, 9	Technology Literacy: Different digital tools have different purposes.	<i>9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each. 9.4.5.TL.2: Sort and filter data in a spreadsheet to analyze findings. 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.</i>
1, 2, 3, 5, 6, 7, 8, 9	Technology Literacy: Collaborating digitally as a team can often develop a better artifact than an individual working alone.	<i>9.4.5.TL.4: Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a). 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).</i>

Interdisciplinary Connections ([2020 NJSLs](#))

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

Visual & Performing Arts Integration ([Standard 1](#))

List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
1-9	Creating	<i>Anchor Standard 1: Generating and conceptualizing ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products.</i>
1-9	Connecting	<i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products. Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i>
1, 2, 3, 5, 8, 9	Performing/ Presenting/ Producing	<i>Anchor Standard 4: Selecting, analyzing, and interpreting work. Anchor Standard 5: Developing and refining techniques and models or steps needed to create products. Anchor Standard 6: Conveying meaning through art.</i>
1-9	Responding	<i>Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 9: Interpreting intent and meaning.</i>

Unit Addressed	Content / Standard #	Standard Description
1, 3, 5, 8, 9	6.1.5.CivicsCM. 1	<i>Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.</i>
3, 5, 8, 9	6.1.5.CivicsCM. 2	<i>Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good</i>
1, 3, 5, 7, 8, 9	6.1.5.CivicsCM. 3	<i>Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.</i>
3, 5, 6, 8, 9	6.1.5.CivicsCM. 4	<i>Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.</i>

3, 5, 6, 9	6.1.5.GeoHE.1	<i>Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.</i>
3, 5, 6, 8, 9	6.1.5.GeoHE.2	<i>Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).</i>
3, 5, 6, 8, 9	6.1.5.GeoHE.3	<i>Analyze the effects of catastrophic environmental and technological events on human settlements and migration.</i>
3, 5, 6, 9	6.1.5.GeoGI.1	<i>Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.</i>
3, 5, 6, 8, 9	6.1.5.GeoGI.4	<i>Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</i>
3, 8, 9	6.1.5.EconEM.3	<i>Describe how supply and demand influence price and output of products</i>
3, 5, 9	6.1.5.HistoryCC. 4	<i>Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.</i>
1,2,3,4	<i>Amistad (N.J.S.A. 18A:35-4.43)</i>	<p><i>Understand the accomplishments by African Americans in the building and development of America</i></p> <p><i>Identify and analyze applicable theories concerning human nature and behavior</i></p> <p><i>Know and understand the nation's heritage of slavery and freedom</i></p> <p><i>Know and understand the impact of African diasporic cultures and institutions on the Americas</i></p> <p><i>Know and understand the contributions of African Americans to all areas of American society throughout its history, beginning with the colonial period</i></p> <p><i>Know and understand that inequality is a consequence of prejudice and discrimination in the pursuit of maintaining power and dominance over certain portions of society</i></p> <p><i>Know and understand citizenship and disenfranchisement</i></p> <p><i>Understand that issues of moral dilemma and conscience have a profound impact on the nation and the self-image and self-realization of its entire population</i></p> <p><i>Understand the personal responsibility of each citizen to fight racism and hatred whenever and wherever it happens and to uphold the national ideals of freedom and justice for all</i></p>

1,2,3,4,6,7	<p>Holocaust (N.J.S.A. 18A: 35-28)</p>	<p><i>Identify and analyze applicable theories concerning human nature and behavior</i></p> <p><i>Understand that genocide is a consequence of prejudice and discrimination</i></p> <p><i>Understand that issues of moral dilemma and conscience have a profound impact on life</i></p> <p><i>Emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens</i></p>
2	<p>Disabled and LGBT Persons Law: N.J.S.A. 18A:35-4.35</p>	<p><i>Understand the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people.</i></p>
1	<p>"Asian American, Pacific Islander History and Contributions Law: N.J.S.A. 18A:35-4.44"</p> <p>"</p>	<p><i>"Understand the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.</i></p>
1,2,3,7	<p>Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a</p>	<p><i>Understand diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance. Examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole.</i></p> <p><i>Encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</i></p>
3, 5, 8, 9	<p>Holocaust (N.J.S.A. 18A: 35-28)</p> <p>Disabled and LGBT Persons Law: N.J.S.A. 18A:35-4.35</p> <p>Asian American, Pacific Islander History and Contributions Law: N.J.S.A. 18A:35-4.44</p>	<p><i>Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.</i></p>

2, 6, 9	<i>SCI 4-LS1-1.</i>	<i>Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</i>
2, 7	<i>SCI 4-LS1-2.</i>	<i>Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.</i>

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Module 1	September (~19 days)
Module 1 Module 2	October (~19 days)
Module 3	November (~16 days)
Module 4	December (~15 days)
Module 5	January (~18 days)
Module 6	February (~18 days)
Module 7	March (~15-20 days)
Module 8	April (~15-20 days)
Module 8 Module 9	May (~18 days)
Module 9	June (~15 days)

Units Scope and Sequence *Module 1*

Unit Name: What Makes Us Who We Are?

Learning Goals: What do I want my students to learn?

Standards

NJSLS - *RL.4.1; RL.4.2; RL.4.3; RL.4.4; RL.4.5; RL.4.6; RL.4.7; RL.4.9; RI.4.2; RI.4.4; RI.4.10; RF.4.3a; RF.4.4a; RF.4.4b; RF.4.4c; W.4.2a; W.4.2b; W.4.2c; W.4.2d; W.4.2e; W.4.3a; W.4.3b; W.4.3c; W.4.3d; W.4.3e; W.4.4; W.4.5; W.4.8; W.4.9a; W.4.10; SL.4.1a; SL.4.1b; SL.4.1c; SL.4.1d; SL.4.2; SL.4.3; SL.4.4; L.4.4a; L.4.4b; L.4.6*

Fundamental Concepts / Big Ideas

- ELA Classroom Routine
- Essential Question: How do your experiences help shape your identity?
- Writing Focus Statement: All of our experiences help us grow and learn.

Learning Objectives

Students will be able to...

- Share information and ideas about a topic under discussion and actively listen.

Reading:

- Ask relevant questions to clarify information.
- Recognize characters in a story
- Determine central idea and relevant support details in a text
- Identify the author's purpose and how the text communicates the purpose through use of imagery and descriptive language.
- Identify text and graphic features
- Describe the use of sensory language.
- Recognize structures of text genres.
- Analyze text to identify point of view, character perspectives and theme.
- Retell, paraphrase and summarize text.

Vocabulary/ Spelling:

- Differentiate spelling patterns
- Identify and use newly acquired vocabulary expressively.

Writing:

- Recognize literary elements in various text genres.
- Identify the genre features of a personal narrative
- Identify and apply the steps of the writing process

Grammar:

- Identify simple, complete and compound subjects and predicates.
- Ensure subject verb agreement within written work.
- Write using complete sentences of various types declarative, interrogative, imperative and exclamatory.
- Identify and correct run-on sentences and fragments including use of compound and complex sentences.

Unit Name: Come to Your Senses

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - RL.4.3; RL.4.4; RL.4.10; RI.4.1; RI.4.2; RI.4.4; RI.4.5; RI.4.6; RI.4.7; RI.4.9; RI.4.10; RF.4.3a; RF.4.4a; RF.4.4b; RF.4.4c; W.4.2a; W.4.2b; W.4.2c; W.4.2d; W.4.2e; W.4.4; W.4.5; W.4.9a; W.4.9b; W.4.10; SL.4.2; SL.4.4; SL.4.5; L.4.2d; L.4.3a; L.4.4a; L.4.4b; L.4.4c; L.4.5a; L.4.5b; L.4.6;

Fundamental Concepts / Big Ideas

- ELA Classroom Routine
- Essential Question: How do people and animals use their senses to navigate the world?
- Writing Focus Statement: All of our experiences help us grow and learn.

Learning Objectives

Students will be able to...

- Share information and ideas about a topic under discussion and actively listen.

Reading:

- Identify text structures within mentor text for the purpose of identifying central idea.
- Summarize text.
- Identify the author’s use of figurative language.
- Identify the use of media techniques in printed and audio text.
- Use visualization strategies while reading to better understand the use of figurative language, identify plot and build their writer’s craft.

Vocabulary/ Spelling:

- Differentiate spelling patterns
- Identify and use newly acquired vocabulary expressively.
- Identify, understand and use multiple meaning words.
- Generate vocabulary words with Latin roots.
- Identify, understand and use context clues as a vocabulary strategy.

Writing:

- Recognize literary elements in various text genres.
- Identify the genre features of descriptive writing.
- Identify and apply the steps of the writing process.

Grammar:

- Identify sentence fragments and run-on sentences, correcting and writing complete, compound and complex sentences.
- Define and identify proper nouns patterns including singular and plural possessive patterns with proper capitalization rules.
- Define, identify and use the correct pronouns

Unit Name: Rise to the Occasion

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - *RL.4.1; RL.4.2; RL.4.3; RL.4.5; RL.4.6; RL.4.9; RL.4.10; RI.4.1; RI.4.4; RI.4.6; RI.4.8; RI.4.9; RI.4.10; RF.4.3a; RF.4.4a; RF.4.4b; W.4.1a; W.4.1b; W.4.1c; W.4.1d; W.4.3a; W.4.3b; W.4.3c; W.4.3d; W.4.3e; W.4.4; W.4.5; W.4.8; W.4.9a; W.4.9b; W.4.10; SL.4.1a; SL.4.1b; SL.4.1c; SL.4.1d; SL.4.2; SL.4.3; SL.4.4; SL.4.5; SL.4.6; L.4.2d; L.4.3c; L.4.4a; L.4.4b; L.4.4c; L.4.5a; L.4.5b; L.4.5c; L.4.6*

Fundamental Concepts / Big Ideas

- ELA Classroom Routine
- Essential Question: What does it take to meet a challenge?
- Writing Focus Statement: Friends and family can work together to overcome challenges.

Learning Objectives

Students will be able to...

- Share information and ideas about a topic under discussion and actively listen.

Reading:

-

Vocabulary/ Spelling:

- Differentiate spelling patterns
- Identify and use newly acquired vocabulary expressively.
- Identify, understand and use multiple meaning words.
- Generate vocabulary words with Latin roots.
- Identify, understand and use context clues as a vocabulary strategy.

Writing:

- Recognize literary elements in various text genres.
- Identify the genre features of opinion writing.
- Identify and apply the steps of the writing process.

Grammar:

- Define and identify proper verb patterns including tenses, helping verbs, participles and modal verbs.
- Define and identify irregular verbs.

Unit Name: Heroic Feats

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - RL.4.1; RL.4.2; RL.4.4; RL.4.5; RL.4.6; RL.4.7; RL.4.9; RL.4.10; RI.4.1; RI.4.2; RI.4.3; RI.4.4; RI.4.5; RI.4.7; RI.4.9; RI.4.10; RF.4.3a; RF.4.4a; RF.4.4b; W.4.2a; W.4.2b; W.4.2c; W.4.2d; W.4.2e; W.4.4; W.4.5; W.4.6; W.4.9b; W.4.10; SL.4.1a; SL.4.1b; SL.4.2; SL.4.4; L.4.2d; L.4.4a; L.4.4b; L.4.5a; L.4.5c; L.4.6

Fundamental Concepts / Big Ideas

- ELA Classroom Routine
- Essential Question: What makes someone a hero
- Writing Focus Statement: It takes courage to make a difference.

Learning Objectives

Students will be able to...

Module Launch:

- Share information and ideas about a topic under discussion.
- Ask relevant questions to clarify information.
- Recognize characteristics of fairy tales.

Reading:

- Recognize characteristics of informational text.
- Identify text and graphic features by name.
- Explain how text and graphic features help readers better understand the text.
- Visualize details of characters and events in the story.
- Analyze third-person point of view and identify the narrator.
- Identify and infer the author’s message and basic theme of the selection.
- Identify how text and graphic features can achieve specific purposes.
- Synthesize text
- Identify problem/solution, chronological, and cause-and-effect text structure.
- Identify elements of drama
- Identify figurative language; imagery and illusion
- Make inferences based on evidence from the text

Vocabulary/ Spelling:

- Differentiate spelling patterns
- Identify real world connections between words and their use.
- Use newly acquired vocabulary words expressively.
- Determine the meaning of multiple-meaning words and phrases.
- Identify and use homographs and homophones.
- Use words that include prefixes su- and fore-, and suffixes -able, -ible,-en,-ic

Writing:

- Recognize literary elements in various text genres.
- Identify the genre features of a narrative

- Identify and apply the steps of the writing process

Grammar:

- Define and identify and use adjectives, and adverbs.
- Use relative pronouns and adverbs, and comparative and superlative adjectives and adverbs.
- Make comparisons using *more* and *most*, *and*, *good* and *bad*.

Unit Name: Art Everywhere

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - *RL.4.2; RL.4.4; RL.4.5; RL.4.10; RI.4.1; RI.4.2; RI.4.3; RI.4.4; RI.4.5; RI.4.7; RI.4.8; RI.4.9; RI.4.10; RF.4.3a; RF.4.4a; RF.4.4b; RF.4.4c; W.4.1a; W.4.1b; W.4.1c; W.4.1d; W.4.4; W.4.5; W.4.9b; W.4.10; SL.4.1a; SL.4.1b; SL.4.1c; SL.4.1d; SL.4.2; SL.4.3; SL.4.4; L.4.2b; L.4.2d; L.4.3c; L.4.4a; L.4.4b; L.4.5a; L.4.5b; L.4.5c; L.4.6*

Fundamental Concepts / Big Ideas

- ELA Classroom Routine
- Essential Question: How far can your talents take you?
- Writing Focus Statement: People are extraordinary.

Learning Objectives

Students will be able to...

Module Launch:

- Share information and ideas about a topic under discussion.
- Ask relevant questions to clarify information.
- Recognize characteristics of a biography

Reading:

- Identify the author's claim and the evidence to support it.
- Ask and answer questions about key ideas in the text.
- Recognize how authors use facts to support or prove their ideas.
- Recognize compare and contrast text structure
- Identify idioms, similes and metaphors in the text
- Monitor and clarify to deepen understanding and gain information.
- Identify the central idea of a video.
- Interpret visuals in an informational text.
- Identify structures of poems.
- Infer theme using details.

Vocabulary/ Spelling:

- Differentiate spelling patterns.
- Recognize root words.
- Identify real world connections between words and their use.
- Use newly acquired vocabulary words expressively.
- Determine the meaning of multiple-meaning words and phrases.
- Use context to determine the meanings of unfamiliar words.
- Determine the meaning of words with suffixes -ity and -ty
- Recognize root words

Writing:

- Recognize literary elements in various text genres.
- Identify the genre features of Informational Text Writing.

- Identify and apply the steps of the writing process.

Grammar:

- Identify and use negatives correctly in speaking and writing.

Unit Name: Marvels of Nature

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - *RL.4.1; RL.4.4; RL.4.5; RL.4.9; RI.4.1; RI.4.2; RI.4.3; RI.4.4; RI.4.5; RI.4.6; RI.4.7; RI.4.8; RI.4.9; RI.4.10; RF.4.3a; RF.4.4a; RF.4.4b; RF.4.4c; W.4.2a; W.4.2b; W.4.2c; W.4.2d; W.4.2e; W.4.4; W.4.5; W.4.9b; W.4.10; SL.4.1c; SL.4.2; SL.4.3; SL.4.4; SL.4.5; SL.4.6; L.4.2d; L.4.3c; L.4.4a; L.4.4b; L.4.4c; L.4.6*

Fundamental Concepts / Big Ideas

- ELA Classroom Routine
- Essential Question: What makes Earth’s natural wonders exciting and unique?
- Writing Focus Statement: Earth’s natural wonders can teach us a great deal.

Learning Objectives

Students will be able to...

Module Launch:

- Share information and ideas about a topic under discussion.
- Ask relevant questions to clarify information.
- Recognize characteristics of informational text
- Answer words using multi-word responses.

Reading:

- Recognize structure and characteristics of informational text.
- Recognize features that support understanding
- Analyze the use of print and graphic features
- Summarize an informational text and include central idea and relevant details.
- Identify relevant details that support the central, or main idea.
- Write a response that demonstrates understanding of the text.
- Describe text structure authors use to convey meaning
- Cite an example of text structure in the reading section.
- Explain the use of text structures to contribute to the author's purpose.
- Recognize the use of graphic features to provide meaning or clarification in informational text.
- Explain cause-and-effect text structure.
- Explain voice in poetry.
- Identify elements of poetry.
- Identify figurative language.
- Describe sound devices in poetry.
- Discuss how figurative language and imagery contribute to voice.
- Make inferences based on text evidence
- Distinguish between fact and opinion.
- Identify similes and metaphors.
- Identify elements that convey the author's craft, such as sensory language.

Vocabulary/Spelling:

- Differentiate spelling patterns.
- Recognize root words.
- Identify real world connections between words and their use.
- Use newly acquired vocabulary words expressively.
- Determine the meaning of multiple-meaning words and phrases.
- Use context to determine the meanings of unfamiliar words.
- Use print and digital reference materials to clarify meaning.
- Determine the meaning of words with the greek roots *auto*, *bio*, *photo*, *graph*
- Identify synonyms and antonyms
- Determine meaning and use words with the suffixes -ness and -ment.
- Determine meaning and use words with the prefix inter-.

Writing:

- Understand the features of a correspondence.
- Understand the parts of a letter
- Distinguish between formal and informal language.
- Identify and apply the steps of the writing process.

Unit Name: Tricksters & Tall Tales

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) -RL.4.1; RL.4.2; RL.4.3; RL.4.4; RL.4.5; RL.4.7; RL.4.9; RL.4.10; RI.4.2; RI.4.4; RF.4.3a; RF.4.4a; RF.4.4b; RF.4.4c; W.4.6; W.4.9a; W.4.10; SL.4.1a; SL.4.1b; SL.4.1c; SL.4.1d; SL.4.2; SL.4.3; SL.4.4; SL.4.5; SL.4.6; L.4.2d; L.4.3c; L.4.4a; L.4.4b; L.4.5a; L.4.5c; L.4.6

Fundamental Concepts / Big Ideas

- ELA Classroom Routine
- Essential Question: What lessons can you learn from characters in traditional tales?
- Writing Focus Statement: Imaginative stories can make us laugh and teach us a lesson

Learning Objectives

Students will be able to...

Module Launch:

- Share information and ideas about a topic under discussion.
- Ask relevant questions to clarify information.
- Recognize characteristics of traditional stories.
- Answer questions using multi-word responses.

Reading:

- Recognize characteristics of informational text.
- Recognize the central idea in an informational text.
- Identify relevant details that support the central idea
- Retell a familiar story, including the plot elements and the theme.
- Discuss specific ideas in the text that are important to the meaning.
- Understand figurative language, such as similes, metaphors, hyperboles, and sensory words.
- Identify figurative language used in a tall tale.
- Write a response that demonstrates understanding of the text.
- Use text evidence to identify character traits.
- Explain character interactions.
- Recognize how characters are developed throughout the plot and how they change over time.
- Identify adages and proverbs.
- Describe how adages and proverbs are used by the author.
- Make, correct, and confirm predictions using genre, structures, and text features.
- Discuss the selection, listening actively and making relevant comments
- Recognize the theme and how it develops using text evidence.
- Explain the author's message and purpose
- Make, correct, and confirm predictions using genre, structures, and text features.
- Discuss the selection, listening actively and making relevant comments.
- Describe the author's use of sound devices such as assonance and alliteration.
- Put together information to see ideas in new ways.
- Discuss the selection, listening actively and making relevant comments.

- Recognize a variety of text and graphic features.
- Analyze the use of text and graphic features to achieve specific purposes.
- Recognize the importance of illustrations in the telling of a story.
- Identify real-life connections between words and their use.
- Use newly acquired vocabulary expressively.
- Determine the meaning of multiple-meaning words and phrases.
- Answer questions and discuss meanings to develop vocabulary

Vocabulary/Spelling:

- Identify base words and suffixes.
- Read words with suffixes.
- Read words in which the spelling of the base word is changed before the suffix is added.
- Language Identify and use words containing a suffix.
- Spell multi-syllable words with suffixes -ful, -less, -ness, -ment.
- Identify real-life connections between words and their use.
- Use newly acquired vocabulary expressively.
- Determine the meaning of multiple-meaning words and phrases.
- Decode multisyllabic words with the VCCV pattern.
- Decode words with multiple sound-spelling patterns.
- Decode multisyllabic words with the VCV pattern.
- Learn words with multiple patterns.
- Decode words with the VCV pattern.
- Determine if a vowel is long or short.

Writing:

- Identify and apply the steps of the writing process.
- Plan a imaginative narrative

Unit Name: Food for Thought

Learning Goals: What do I want my students to learn?

Standards

[NJSLs](#) - *RL.4.1; RL.4.6; RL.4.7; RI.4.1; RI.4.2; RI.4.3; RI.4.4; RI.4.6; RI.4.7; RI.4.8; RI.4.9; RI.4.10; RF.4.3a; RF.4.4a; RF.4.4b; RF.4.4c; W.4.1a; W.4.1b; W.4.1c; W.4.1d; W.4.2a; W.4.2b; W.4.2c; W.4.2d; W.4.2e; W.4.10; SL.4.2; L.4.3a; L.4.3c; L.4.4a; L.4.4b; L.4.5b; L.4.6*

Fundamental Concepts / Big Ideas

- ELA Classroom Routine
- Essential Question: What can we do to make more healthful food choices?
- Writing Focus Statement: We should all try something new.

Learning Objectives

Students will be able to...

Module Launch:

- Share information and ideas about a topic under discussion.
- Ask relevant questions to clarify information.
- Recognize characteristics of informational and argumentative texts.
- Answer questions using multi-word responses.
- Monitor and clarify comprehension while reading.
- Discuss the selection, listening actively and making relevant comments

Reading:

- Recognize characteristics of informational text.
- Identify text and graphic features.
- Explain how text and graphic features support key ideas and comprehension.
- Identify the author's purpose and audience.
- Explain the author's use of reasons to support a claim.
- Explain the author's perspective toward a topic in an informational text.
- Write a response that demonstrates understanding of the text.
- Identify a claim in an argumentative text.
- Explain how the author uses facts to support a claim.
- Explain the author's perspective toward a topic in an informational text.
- Identify the audience in argumentative text.
- Generate and answer questions about an informational video.
- Recognize characteristics of a recipe video.
- Identify characteristics of media, including techniques.
- Interpret media messages.
- Recognize the central, or main, idea in a text.
- Explain organizational patterns in an informational text.
- Evaluate relevant details that support the central idea.

- Write a persuasive response that demonstrates understanding of the text.
- Identify the intended audience in a text.
- Make and confirm predictions before and during reading.
- Explain the use of print or graphic features.
- Write a newspaper article.
- Identify literary devices, such as point of view, in a story.
- Explain the difference between a narrator's point of view and character perspective in a literary text.
- Analyze the author's use of the third-person point of view.

Vocabulary/Spelling:

- Learn the VCCV and the VCV syllable division patterns.
- Spell words containing the VCCV and the VCV patterns.
- Identify real-life connections between words and their use.
- Use newly acquired vocabulary expressively.
- Determine the meaning of multiple-meaning words and phrases.
- Review and extend understanding of word meanings.
Use context to determine the meanings of unfamiliar words.
- Determine the meaning of words with the Latin roots port and dict.
- Use words that include the Latin roots port and dict.
- Determine the meaning of words with the prefixes sub- and fore-.
- Use words that include the prefixes sub- and fore- in sentences.
- Use context to determine the meanings of unfamiliar words
- Determine the meaning of words with the Greek roots meter, therm, phon, scope, and tele.
- Use words that include the Greek roots meter, therm, phon, scope, and tele.
- Describe the author's use of imagery and language, including idioms.

Writing:

- Identify and apply the steps of the writing process.
- Plan an opinion essay.

Unit Name: Global Guardians

Learning Goals: What do I want my students to learn?

Standards

NJSLS - RL.4.1; RL.4.2; RL.4.7; RL.4.9; RI.4.1; RI.4.2; RI.4.4; RI.4.5; RI.4.6; RI.4.7; RI.4.8; RI.4.9; RI.4.10; RF.4.3a; RF.4.4a; RF.4.4b; W.4.1a; W.4.1b; W.4.1c; W.4.1d; W.4.4; W.4.5; W.4.6; W.4.9b; W.4.10; SL.4.1a; SL.4.1b; SL.4.1c; SL.4.2; SL.4.4; L.4.2d; L.4.4a; L.4.4b; L.4.5a; L.4.5b; L.4.5c; L.4.6

Fundamental Concepts / Big Ideas

- ELA Classroom Routine
- Essential Question: What can people do to care for our planet?
- Writing Focus Statement: Understanding our world helps us prote

Learning Objectives

Students will be able to...

Module Launch:

- Share information and ideas about a topic under discussion.
- Ask relevant questions to clarify information.
- Recognize characteristics of persuasive texts.

Reading:

- Explain how support is used to strengthen ideas.
- Explain the difference between fact and opinion.
- Make inferences using text evidence.
- Identify the purposes and uses of an inference.
- Identify graphic features, such as illustrations and visuals
- Explain the use of graphic features
- Identify and describe author’s use of common idioms.

Vocabulary/Spelling:

- Recognize words with the VV syllable pattern.
- Decode longer words with the VV syllable pattern.
- Learn spelling patterns for words with the VV syllable division pattern.
- Determine how the meaning of a word changes with the addition of a suffix.
- Define the use of the two suffixes -able and -ible.
- Identify and infer basic theme and author’s message in the selection.
- Explain a stated or implied theme and how it develops, using details, in a literary text.
- Use text evidence to analyze theme.

Writing:

- Write a response that demonstrates understanding of the text.
- Identify the steps of the writing process.
- Understand the features of a research report.

- Create a research plan.
- Identify primary and secondary sources.
- Gather, evaluate resources, take notes, organize ideas and draft a multi-paragraph informative text.

Please contact the Content Supervisor for any questions.