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| Revised on: | September 2017 |
| Revised by: | Carmen Quaglia |

| LAKEHURST ELEMENTARY SCHOOL ENGLISH LANGUAGE ARTS CURRICULUM | |
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| Content Area: English Language Arts Unit 1 | |
| Course Title: ELA | Grade Level: 4 |
| Unit 1: Fiction Reading Narrative/Descriptive Writing Ideas and Organization Open-Ended Responses | September- October |
| Unit 2: Nonfiction Reading Explanatory/Research Writing Ideas and Organization Open- Ended Responses | November - December |
| Unit 3: Fiction Text & Nonfiction Narrative Writing & Research Word Choice, Open-Ended Responses | January - February |
| Unit 4: Poetry/Literature/Informational Text Narrative/Persuasive Writing Voice, Open-Ended Responses | March - April |
| Unit 5: Literature/Informational Text Persuasive Writing/Expository Voice & Sentence Fluency Open-Ended Responses | April - May |

Unit 6: Folktales/Legends/Myths
 Creative Story Writing
 Review Writing Traits
 Open-Ended Responses

May - June

LAKEHURST ELEMENTARY SCHOOL ENGLISH LANGUAGE ARTS CURRICULUM
 Unit 1 Overview

Content Area: English Language Arts Literacy

Unit Title: Unit One

Target Course/Grade Level: Fourth

Unit Summary: Fiction Reading Narrative/Descriptive Writing

In this unit students will identify and understand elements of fiction however, infuse non-fiction stories in this unit. Implement the writing process through the model of writer's workshop and being a writing portfolio for each student. Students will identify and understand elements of writing to convey experiences (narratives), real or imagined, in order to communicate individual and imagined experiences to others. Students should begin to demonstrate competence in keyboarding in preparation for computer-based assessments and proper typing practice should be incorporated if students are not proficient.

Primary interdisciplinary connections:

- Social Studies
https://www13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx
- Science
<http://www.nextgenscience.org/new-jersey>
- Technology
<http://www.iste.org/standards/iste-standards>

21st century themes: (https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx)
http://www.p21.org/storage/documents/P21_framework_0515.pdf

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

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|---|---|
| Learning and Innovation Skills | <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration |
| Information, Media and Technology Skills | <ul style="list-style-type: none"> • Information Literacy • Media Literacy • ICT (Information, Communications and |

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| | Technology) Literacy |
| Life and Career Skills | <ul style="list-style-type: none"> • Flexibility and Adaptability • Initiative and Self-Direction • Social and Cross-Cultural Skills • Productivity and Accountability • Leadership and Responsibility |

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

Learning Targets

Content Standards: RL 4.1, 4.2, 4.3, 4.4, 4.10; RI 4.1, 4.2, 4.3 4.4, 4.10; RF 4.3, 4.4; W 4.2, 4.3, 4.4, 4.5, 4.6 , 4.9, 4.10; SL 4.1, 4.5; L 4.1f, 4.2a, 4.2d, 4.3, 4.4, 4.6

| Number | Common Core Standard for Mastery |
|---------|---|
| 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 key details to identify theme in story, drama, or poem and summarize the text |
| RL 4.3 | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions) |
| RL 4.4 | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. |
| 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. |
| 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. |
| 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 4.10 | By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |
| RF 4.3 | Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |

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| RF 4.4 | Read with sufficient accuracy and fluency to support comprehension. |
| | <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> |
| W 4.2 | <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</p> <p>C. Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a conclusion related to the information or explanation presented.</p> |
| W 4.3 | <p>Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> |
| W 4.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |
| 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 |

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| W 4.9 | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].”).</p> <p>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</p> |
| W 4.10 | <p>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.</p> |
| SL 4.1 | |
| | <p>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.</p> <p>A .Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> |
| SL 4.5 | <p>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> |
| L 4.1f | <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> |
| L 4.2a | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use correct capitalization</p> |
| L 4.2d | <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Spell grade-appropriate words correctly, consulting references as needed</p> |

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| L 4.3 | <p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Choose words and phrases to convey ideas precisely.</p> <p>Choose punctuation for effect.</p> <p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)</p> |
| L 4.4 | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> |
| L 4.6 | <p>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).</p> |
| <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How does understanding a text’s structure help me better understand its meaning? ● How does text evidence help the reader describe the characters, setting or events? ● How does a reader’s speed, accuracy, and expression help them understand what they have read? ● What elements do author’s use when writing narratively and descriptively? | <p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● good readers use specific details from a literary text to support their thinking about characters, setting, events. ● understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text. ● good authors of narrative writing effectively develop real or imaginary experiences or events to tell a story that engage the reader. ● writers convey information and ideas clearly and concisely. ● good readers actively seek the meaning of unknown words/phrases to deepen their understanding of information text |
| <p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● story elements <ul style="list-style-type: none"> ○ Plot (i.e. events, climax/turning point, resolution) ○ Conflict ○ Characters and character roles | <p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● identify key elements of literature ● use a combination of explicitly stated information, background knowledge, and connections to the text to answer questions they have as they read ● determine the theme ● describe the setting of a story or drama ● describe or graphically represent characters (traits, |

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| <ul style="list-style-type: none"> ○ Setting (time and place) ● there are different parts of literary text ● synthesize background knowledge ● similarities and differences between literature and informational texts ● identify main idea and details ● analyze literary grade level text ● how to develop ideas and organize their writing ● apply writing traits needed for descriptive and narrative writing ● when to apply transitional words in writing ● how to analyze and respond to an open ended question. | <p>thoughts, words, feelings and actions)</p> <ul style="list-style-type: none"> ● describe in depth a character, setting, or event in a story or drama, drawing on specific details in a text) ● identify and use parts of a text (i.e.: table of contents, index, glossary....) ● identify main idea ● determine meanings of words using context clues and other references ● apply phonics and word analysis skills to decode words ● read fluently on independent level ● cite evidence from text ● refers to details and examples from the text when explaining what the text says ● use the writing process ● brainstorm ideas and use organizational skills to develop their writing ● create a paragraph with a strong beginning (lead) <ul style="list-style-type: none"> ● incorporate proper transitions words into their writing ● use a variety of sentence types using appropriate punctuation and capitalization ● write a descriptive paragraph ● write a personal narrative ● spell K-4 grade level words correctly ● develop the skills to acquire and maintain vocabulary |
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| LAKEHURST ELEMENTARY SCHOOL ENGLISH LANGUAGE ARTS CURRICULUM Evidence of Learning | |
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| <p>Formative Assessments</p> <ul style="list-style-type: none"> <li style="width: 50%;">● Teacher observation <li style="width: 50%;">● Class activities / discussion <li style="width: 50%;">● Journals <li style="width: 50%;">● Fluency assessments <li style="width: 50%;">● Open ended questions – Short or extended response <li style="width: 50%;">● Teacher student conferences <li style="width: 50%;">● Exit slips <li style="width: 50%;">● Portfolio Assessment <li style="width: 50%;">● Questionnaires <li style="width: 50%;">● Conferences <li style="width: 50%;">● Homework <li style="width: 50%;">● Projects <li style="width: 50%;">● rubrics <li style="width: 50%;">● Quizzes and tests <li style="width: 50%;">● Running records/anecdotal notes | |
| <p>Summative Assessments</p> <ul style="list-style-type: none"> ● State assessments ● Projects ● Open ended questions ● End of unit assessments | |

Modifications (ELLs, Special Education, Gifted and Talented)

- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

Suggested / possible modifications for *Gifted and Talented*:

- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating) <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment
- **Follow all IEP modifications/504 plan**

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

District wide materials and resources

Curriculum documents of the following districts were referenced in the development of this curriculum: Barnegat Twp., Lacey Twp., Lakewood Twp., Stafford Twp., Pinelands Regional, Ocean Twp. , Pt. Pleasant Boro, Berkeley Twp., Manchester Twp., Brick Twp., Plumsted Twp.

www.liketoread.com

www.liketowrite.com

two sources for teachers

<http://reading.pppst.com/index.html>

Free power point presentations for all reading topics

Story Elements

<http://www.learner.org/interactives/story/index.html> interactive lesson using Cinderella to teach story elements **Theme**

<http://www.learningtogive.org/lessons/unit106/lesson1.html>

lesson for teaching theme

Main Idea/Details

http://www.internet4classrooms.com/skill_builders/main_idea_language_arts_fourth_4th_grade.htm connections to interactive sites to teach main idea/details

<http://www.scholastic.com/teachers/story-startes>

<http://languagearts.pppst.com/paragraphs.html>

power points for writing paragraphs

[http://www.ttms.org/PDFs/03%20Writing%20Samples%20v001%20\(Full\).pdf](http://www.ttms.org/PDFs/03%20Writing%20Samples%20v001%20(Full).pdf)

examples of student narrative writing for all grade levels

<http://ethemes.missouri.edu/themes/33?locale=en> link

to interactive activities for nouns <http://classroom.jc-schools.net/la/activities/nouns.html> link to interactive

activities for nouns

<http://www.learnnc.org/lp/pages/3247>

Grade 4 lesson for centers

<http://www.corestandards.org/the-standards/english-language-arts-standards>

http://www.corestandards.org/assets/Appendix_B.pdf

- www.readwritethink.org – Language arts lesson plans
- www.writingfix.com – Lessons and resources for 6+1 writing traits
- www.scholastic.com – Reading resources
- www.enotes.com – Subscription-only site for various literary resources

- www.readworks.org – Lessons for literary elements
- <http://www.timeforkids.com>
- www.biography.com - biographies
- <http://www.pbs.org/teachers> social studies /science/ language arts resources
- <https://newsela.com>

Suggested Literature:

Historical Fiction

Estes, Eleanor The Moffats Series Nesbit, Edith The Railway Children

Nesbit, Edith The Story of the Treasure Seekers

Nesbit, Edith The WouldBeGoods

Speare, Elizabeth The Sign of the Beaver

Realistic Fiction

Alcott, Louisa May Jo's Boys, Little Men, and Little Women

Anderson, C.W. Billy and Blaze and the Blaze series

Burnett Frances Hodgson The Secret Garden

Canfield, Dorothy Understood Betsy

Cleary, Beverly Henry Huggins

Cleary, Beverly Ribsy

Fantasy

Barrie, James Peter Pan

Bond, Michael A Bear Called Paddington and the Paddington series

Bulla, Clyde Shoeshine Girl

Bulla, Clyde John Billington Friend of Squanto

Collodi, Carlo The Pinnocchio of C. Collodi

Dahl, Roald Charlie and the Chocolate Factory

Fleischman, Sid The Whipping Boy

Kipling, Ruyard The Jungle Book

Lawson, Robert Rabbit Hill

Teacher Notes:

- Infuse various literary genres throughout this unit. (i.e. realistic fiction, historical fiction, science fiction, fantasy, folktale, myth, legend, biography, mystery, nonfiction, poetry)

Start a writing portfolio for each student. Include a narrative piece. The portfolio should include published works in digital formats.

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

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

Reading:

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

Use text evidence to answer Reading Open Ended Questions.

Writing

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

LAKEHURST ELEMENTARY
SCHOOL ENGLISH
LANGUAGE ARTS
CURRICULUM

Content Area: English Language Arts Unit Two

Course Title: ELA

Grade Level: 4

Unit 1: Fiction Reading
Narrative/Descriptive Writing
Ideas and Organization
Open-Ended Responses

September- October

Unit 2: Nonfiction Reading
Explanatory/Research Writing
Ideas and Organization
Open- Ended Responses

November - December

Unit 3: Fiction Text & Nonfiction
Narrative Writing & Research
Word Choice
Open-Ended Response

January - February

Unit 4: Poetry/Literature/Informational
Text Narrative/Persuasive Writing
Voice
Open-Ended Responses

March - April

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| Unit 5: Literature/Informational Text Persuasive Writing/Expository Voice & Sentence Fluency Open-Ended Responses | April - May |
| Unit 6: Folktales/Legends/Myths Creative Story Writing Review Writing Traits Open-Ended Responses | May - June |

| LAKEHURST ELEMENTARY SCHOOL ENGLISH LANGUAGE ARTS CURRICULUM Unit 2 Overview |
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| Content Area: English Language Arts |
| Unit Title: Unit Two |
| Target Course/Grade Level: Fourth |
| <p>Unit Summary: Nonfiction Reading, Explanatory/Research Writing</p> <p>The focus of the reading in this unit is Nonfiction. The students will gather information to understand and apply the elements of Informational Text. Tests that measure fiction content and domain-specific vocabulary should still be infused in this unit. Students should apply the elements of explanatory writing to expand on their understanding. This would be a great opportunity to incorporate your Social Studies and Science thematic units into the student’s research paper. Students will have the opportunity to demonstrate their competence in keyboarding in preparation for computer- based assessments.</p> <p>Primary interdisciplinary connections:</p> <ul style="list-style-type: none"> ● Social Studies https://www13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx ● Science http://www.nextgenscience.org/new-jersey ● Technology http://www.iste.org/standards/iste-standards <p>21st century themes: (https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx) http://www.p21.org/storage/documents/P21_framework_0515.pdf</p> <p>Century Life & Career Skills All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens</p> |

and workers in diverse ethnic and organizational cultures.

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| Learning and Innovation Skills | <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration |
| Information, Media and Technology Skills | <ul style="list-style-type: none"> • Information Literacy • Media Literacy • ICT (Information, Communications and Technology) Literacy |
| Life and Career Skills | <ul style="list-style-type: none"> • Flexibility and Adaptability • Initiative and Self-Direction • Social and Cross-Cultural Skills • Productivity and Accountability • Leadership and Responsibility |

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

Learning Targets

Content Standards: RL 4.1, 4.2, 4.3, 4.4, 4.9, 4.10; RI 4.1, 4.2, 4.3 4.4,4.5, 4.8, 4.10; RF 4.3, 4.4; W 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10; SL 4.1,4.2, 4.4, 4.5, 4.6; L4.1d, 4.1f, 4.1g 4.2a, 4.2c, 4.2d, 4.3, 4.4, 4.6

| Number | Common Core Standard for Mastery |
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| 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 the key details to identify theme in a story, drama, or poem and summarize the text. |
| RL 4.3 | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions) |
| RL 4.4 | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. |
| RL 4.9 | Compare and contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |
| 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. |
| 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. |

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| RI 4.2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| RI 4.3 | Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. |
| RI 4.4 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area |
| RI 4.5 | Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| RI 4.8 | Explain how an author uses reasons and evidence to support particular points in a text. |
| RI 4.10 | By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |
| RF 4.3 | Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| RF 4.4 | Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| W 4.2 | <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> 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., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>). 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. |

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| W 4.3 | <p>Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p> |
| W 4.4 | <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> |
| W 4.5 | <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> |
| W 4.6 | <p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting</p> |
| W 4.7 | <p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> |
| W 4.8 | <p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> |
| W 4.9 | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].”).</p> <p>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</p> |
| W 4.10 | <p>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.</p> |
| SL 4.1 | <p>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.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> |

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| 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 4.4 | 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. |
| L 4.1d | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| L 4.1f | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. |
| L 4.1g | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Correctly use frequently confused words (e.g., to, too, two; there, their) |
| L 4.2a | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization |
| L 4.2c | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma before a coordinating conjunction in a compound sentence. |
| L 4.2d | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed |
| L 4.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) |

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| L 4.4 | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> |
| L 4.6 | <p>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).</p> |
| <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How does using multiple sources of information to support an idea help the reader become more knowledgeable on a topic? ● What does informational text tell readers about themselves, others, and the world? ● How do visual text features help readers gain information they need? ● Why conduct research? | <p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● learning how to listen and support ideas with others is a life skill. ● readers interpret intended message in various genres. ● the skills used in reading comprehension transfer to the reader’s ability to understand. ● good readers compare and contrast various texts to deepen their understanding of themes and topics. ● good readers use text features to locate relevant information. ● researchers draw from multiple sources of information and formats (including digital and multimedia) to gather evidence ● good readers actively seek the meaning of unknown words/phrases to deepen their understanding of information text. |

Unit Objectives

Students will know...

- what the term “theme” means in reading.
- how to incorporate story elements in writing
- how to conduct research
- how to identify pertinent information
- the importance of word choice and voice to enhance their writing
- linking/transitional words, phrases, clauses (i.e.: another, for example, also, because)
- analyze grade level informational text
- how to analyze and respond to an open- ended question.

Unit Objectives

Students will be able to...

- make , test, and revise predictions as they read
- sequence events
- identify cause and effect
- identify the main idea of a story or article
- explain how the main idea is supported by key details
- determine meanings of words using context clues and other references (dictionaries, thesaurus – print or digital)
- apply phonics and word analysis skills to decode words
- read fluently on independent level
- cite evidence from text
- use the writing process focusing on ideas and organization
- use transitional words, phrases, etc.
- incorporate proper transitions words into their writing
- include main ideas and supporting details in their writing
- use various sources to gather information (print materials, technology...)
- know the difference between relevant and non-relevant information
- give a short oral presentation
- use commas where appropriate in writing
- identify and use synonyms and antonyms in their daily writing
- spell k-4 grade level words correctly
- develop the skills to acquire and maintain vocabulary

Lakehurst Elementary School English Language Arts Curriculum
Evidence of Learning

Formative Assessments

- Teacher observation
- Journals
- Open ended questions
- Tests and Quizzes
- Simulations
- Homework Assignments
- Exit Slips

- rubrics
- Class activities / discussion
- Fluency assessments
- Teacher student conferences
- Portfolio Assessment
- Conferencing / Reviews / Audit
- Projects Written Questions / Exercises with Short, Extended or Multiple-choice Answers
- Running records/anecdotal notes

Summative Assessments

- State assessments
- Projects
- Open ended questions
- End of unit assessments

Modifications (ELLs, Special Education, Gifted and Talented)

- **Leveled Guided Reading Books**
- **Paired partner reading**
- **Literacy Projects**
- **Student choice for publication**
- **Differentiated Instruction/Layered Curriculum/Tiered Lessons**
- **Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)**
- Suggested / possible modifications for *Gifted and Talented*:
- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment
- **Follow all IEP modifications/504 plan**

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

District wide materials and resources

Curriculum documents of the following districts were referenced in the development of this curriculum: Barnegat Twp., Lacey Twp., Lakewood Twp., Stafford Twp., Pinelands Regional, Ocean Twp. ,

Pt. Pleasant Boro, Berkeley Twp., Manchester Twp., Brick Twp., Plumsted Twp.

www.liketoread.com www.liketowrite.com two sources for teachers

<http://so024.k12.sd.us/ideascontent.htm#Activities> PowerPoint and activities

http://teacher.scholastic.com/products/scholasticprofessional/authors/pdfs/duke_sample_pages.pdf Background for the teacher

<http://www.lessonplanspage.com/LASSIdentifyingKeyFactsInExpositoryText35.htm> lesson based on colonial times

<http://grammar.ccc.commnet.edu/grammar/adjectives.htm> adjective and adverb practice

<http://www.corestandards.org/the-standards/english-language-arts-standards>

<http://www.scholastic.com/teachers/story-startes>

<http://www.history.com/shows/classroom>

www.discoverykids.com

<https://newsela.com>

<http://www.pbs.org/teachers>

<http://www.timeforkids.com>

http://www.sps186.org/downloads/basic/78399/3rd_Grade_Research_Paper.pdf inventors

<http://interlakes.libguides.com/content.php?pid=540330&sid=4785625> african animals

<http://interlakes.libguides.com/content.php?pid=540330&sid=4786009> amazon rainforest

Suggested Literature:

<http://commoncore.scholastic.com/teachers/books/non-fiction>

Teacher Notes:

Infuse various literary genres throughout this unit.

• **Continue a writing portfolio for each student. Include an explanatory piece, incorporate typing practice and allow opportunities to publish writing in digital formats.**

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

Reading:

- **Reread for clarification**
- **Marking Text**
- **Questioning**
- **Visualizing**
- **Making Inferences**
- **Self-Monitoring**
- **Skim & Scan**
- **Seeking meaning of unknown vocabulary**
- **Make and revise predictions**
- **Building Fluency**
- **Make connections: text to text, text to self, text to world**
- **Use text evidence to answer Reading Open Ended Questions.**

Writing:

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

LAKEHURST ELEMENTARY
SCHOOL ENGLISH
LANGUAGE ARTS
CURRICULUM

Content Area: English Language Arts

Unit 3

Course Title: ELA

Grade Level: 4

Unit 1: Fiction Reading
Narrative/Descriptive Writing
Ideas and Organization
Open-Ended Responses

September- October

Unit 2: Nonfiction Reading
Explanatory/Research Writing
Ideas and Organization
Open- Ended Responses

November - December

Unit 3: Fiction Text & Nonfiction
Narrative Writing & Research
Word Choice
Open-Ended Response

January - February

Unit 4: Poetry/Literature/Informational
Text Narrative/Persuasive Writing
Voice
Open-Ended Responses

March - April

Unit 5: Literature/Informational Text
Persuasive Writing/Expository
Voice & Sentence Fluency
Open-Ended Responses

April - May

Unit 6: Folktales/Legends/Myths
Creative Story Writing
Review Writing Traits
Open-Ended Responses

May - June

LAKEHURST ELEMENTARY SCHOOL ENGLISH LANGUAGE ARTS LITERACY CURRICULUM

Unit 3 Overview

Content Area: English Language Arts Literacy

Unit Title: Unit Three

Target Course/Grade Level: Fourth

Unit Summary: Fiction Text & Nonfiction, Narrative Writing & Research Writing

In this unit students will review the elements of fiction and informational text. Students will use narrative techniques to establish the setting, develop characters and unfold a plot that includes a story problem, rising action, climax, and concludes with a solution. To build knowledge on a topic, students will gather information through research from multiple content areas. Students will use the word choice trait within their writing to apply vivid words to their pieces. Students will have the opportunity to demonstrate competence in keyboarding in preparation for computer-based assessments

Primary interdisciplinary connections:

- **Social Studies**
https://www13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx
- **Science**
<http://www.nextgenscience.org/new-jersey>
- **Technology**
<http://www.iste.org/standards/iste-standards>

21st century themes: (https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx)
http://www.p21.org/storage/documents/P21_framework_0515.pdf

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

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| Learning and Innovation Skills | <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration |
| Information, Media and Technology Skills | <ul style="list-style-type: none"> • Information Literacy • Media Literacy • ICT (Information, Communications and Technology) Literacy |
| Life and Career Skills | <ul style="list-style-type: none"> • Flexibility and Adaptability • Initiative and Self-Direction • Social and Cross-Cultural Skills • Productivity and Accountability • Leadership and Responsibility |

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

Learning Targets

Content Standards: RL 4.1, 4.2, 4.4, 4.9, 4.10; RI 4.1, 4.2, 4.3 4.4,4.5, 4.6, 4.9, 4.10; RF 4.3, 4.4; W 4.2, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10; SL 4.1,4.2, 4.4, 4.5, 4.6; L 4.1a, 4.1b, 4.1g, 4.2a,4.2b, 4.2c, 4.2d, 4.3, 4.4, 4.5, 4.6

| Number | Common Core Standard for Mastery |
|---------|---|
| 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 the key details to identify theme in story, drama, or poem and summarize the text |
| RL 4.4 | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. |
| RL 4.9 | Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics. |
| RL 4.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at grade level text-complexity or above, with scaffolding as needed. |
| 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. |
| RI 4.4 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area |
| RI 4.5 | Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| RI 4.6 | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |
| RI 4.9 | 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. |
| RI 4.10 | By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |

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| RF 4.3 | <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p> |
| RF 4.4 | <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> |
| W 4.2 | <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> 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., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>). 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 4.4 | <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> |
| W 4.5 | <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> |
| W 4.6 | <p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting</p> |
| W 4.7 | <p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> |
| W 4.8 | <p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> |
| W 4.9 | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].”).</p> <p>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</p> |

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| 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. |
| 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. |
| 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 4.4 | 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. |
| L 4.1a | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). |
| L 4.1b | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. |
| L 4.1g | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Correctly use frequently confused words (e.g., to, too, two; there, their) |
| L 4.2a | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization |
| L 4.2b | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks to mark direct speech and quotations from a text. |

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| L 4.2c | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma before a coordinating conjunction in a compound sentence. |
| L 4.2d | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed |
| L 4.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) |
| 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). 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. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. Recognize and explain the meaning of common idioms, adages, and proverbs. 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). |

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| <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How is paraphrasing helpful? ● How does an author's perspective influence the reader or the writer? ● How does a writer's word choice create a visual image for the reader? ● How do writers use technology to support the writing process? | <p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● good readers recognize that the same event can be interpreted differently when told from different perspectives/viewpoints ● there are some similarities and differences between first and third person point of view. ● writers who connect their personal experiences will increase their skills. ● good authors use sensory images to describe feelings, events, and/or characters. ● learning to write with strong words will increase how readers will perceive the messages writers are trying to convey. ● identifying key information is important ● writers organize reports differently than literary writing ● authors write for different purposes ● good readers actively seek the meaning of unknown words/phrases to deepen their understanding of information text. |
| <p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● what the author's purpose is ● what the author's point of view is ● how to use narrative techniques and descriptions to develop the setting, events and characters ● how to choose and utilize an appropriate graphic organizer | <p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● identify fact and opinion ● identify if an author is writing to entertain, inform, or persuade ● differentiate between first person and third person narration ● make judgments and decisions based on characters actions and/or words. ● determine meanings of words using context clues and other references ● apply phonics and word analysis skills to decode words ● read fluently on independent level ● cite evidence from text ● use the writing process ● include an appropriate conclusion |

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| <ul style="list-style-type: none"> ● The importance of word choice when writing an explanatory or narrative piece. ● how to properly identify and apply verbs, adverbs, and quotations in writing ● how to edit and revise a writing piece individually and with peers ● read grade level literature and informational text ● how to analyze and respond to an open-ended question. | <ul style="list-style-type: none"> ● identify and use adjectives to describe nouns ● will be able to edit and revise for grade level sentence fluency and conventions. ● use a word processing program or other technology program to write ● use various sources to gather information (print materials, technology...) ● identify and verbs ● use verb tenses correctly ● use adverbs to enhance verbs ● use quotation marks correctly in dialogue ● use commas where appropriate in writing ● recognize and explain meanings of literary devices of figurative language (i.e.: similes, metaphors, idioms, adages, and proverbs) ● recognize and use multiple meaning words ● spell K-4 words correctly ● develop the skills to acquire and maintain vocabulary |
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| LAKEHURST ELEMENTARY SCHOOL ENGLISH LANGUAGE ARTS CURRICULUM | |
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| Evidence of Learning | |
| <p>Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher observation ● Journals ● Open ended questions ● Exit slip ● Conferencing / Reviews / Audit ● Simulations ● Written Questions / Exercises with Short, Extended or Multiple-choice Answers ● Rubrics ● Class activities / discussion ● Fluency assessments ● Teacher student conferences ● Portfolio Assessment ● Homework exercises ● Assignments ● Projects ● Running records/anecdotal notes | |
| <p>Summative Assessments</p> <ul style="list-style-type: none"> ● State assessments ● Open ended questions | <ul style="list-style-type: none"> ● End of unit assessments ● Projects |

Modifications (ELLs, Special Education, Gifted and Talented)

- **Leveled Guided Reading Books**
- **Paired partner reading**
- **Literacy Projects**
- **Student choice for publication**
- **Differentiated Instruction/Layered Curriculum/Tiered Lessons**
- **Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)**
- Suggested / possible modifications for *Gifted and Talented*:
 - ask open-ended questions
 - encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
 - <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
 - do not always be explicit, allow for discovery
 - use centers and group students according to ability or interest
 - propose interest-based extension activities
 - use leveled texts and offer an advanced reader reading list
 - ask "why" and "what if" questions
 - use varied modes of pre-assessment and assessment
- **Follow all IEP modifications/504 plan**

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

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www.liketoread.com

www.liketowrite.com

two sources for teachers

<http://www.woodland.k12.mo.us/faculty/rgarner/Reading/Authors%20purpose.htm>

Interactive media and practice

<http://fcit.usf.edu/fcat/strategies/ap/default.htm> practice

edujourney.net/Powerpoint%20Templates/Author's%20Purpose/Authors%20Purpose.ppt

Power-point with samples and practice. Includes both literary and informational text.

www.oswego.org/ocsd-web/match/term/matchgeneric2.asp?filename=kderitteauth interactive practice

<http://www.studyzone.org/testprep/ela4/o/pointofviewl.cfm>

Includes a table with examples

<http://cuip.uchicago.edu/www4teach/97/jlyman/default/quiz/factopquiz.html> online quiz

http://www.proteacher.org/c/849_fact_and_opinion.html teacher created ideas for teaching

<http://www2.scholastic.com/browse/lessonplan.jsp?id=666> open ended response lesson plan

http://grammar.ccc.commnet.edu/grammar/quizzes/quotes_quiz.htm interactive practice/quiz

http://www.instructorweb.com/lesson/verblesson.asp#LESSON_PRINTABLES_ lessons and practice

<http://www.corestandards.org/the-standards/english-language-arts-standards>

http://www.sps186.org/downloads/basic/78399/3rd_Grade_Research_Paper.pdf inventors

<http://interlakes.libguides.com/content.php?pid=540330&sid=4785625> african animals

<http://interlakes.libguides.com/content.php?pid=540330&sid=4786009> amazon rainforest

Suggested Literature

Non-Fiction

<http://commoncore.scholastic.com/teachers/books/non-fiction>

Historical Fiction

Spyri, Johanna Heidi Suhl, Yuri The Purim Goat

Tripp, Valerie The American Girls Series

Realistic Fiction

Erickson, John Hank the Cowdog and Hank the Cowdog series

Estes, Eleanor The Moffat series

Farley, Walter Black Stallion Series

Henry, Maguerite Misty of Chincoteague

Henry, Maguerite * Any from the Horse Adventure Series

Hoff, Carol Johnny Texas

Knight, Eric Lassie Come Home

Leviten, Sonia Journey to America

Teacher Notes:

- Infuse various literary genres throughout this unit. (i.e. realistic fiction, historical fiction, science fiction, fantasy, folktale, myth, legend, biography, mystery, nonfiction, poetry)
- Add an expository piece of writing to student writing portfolio.
- The following foundational skills should be developed continuously throughout the year:

Reading:

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

Writing

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

**LAKEHURST ELEMENTARY SCHOOL
ENGLISH LANGUAGE ARTS
CURRICULUM**

Content Area: English Language Arts Unit 4

Course Title: ELA

Grade Level: 4

**Unit 1: Fiction Reading
Narrative/Descriptive Writing
Ideas and Organization
Open-Ended Responses**

September- October

**Unit 2: Nonfiction Reading
Explanatory/Research Writing
Ideas and Organization
Open- Ended Responses**

November - December

**Unit 3: Fiction Text & Nonfiction
Narrative Writing & Research
Word Choice
Open-Ended Response**

January - February

**Unit 4: Poetry/Literature/Informational
Text Narrative/Persuasive Writing
Voice
Open-Ended Responses**

March - April

**Unit 5: Literature/Informational Text
Persuasive Writing/Expository
Voice & Sentence Fluency
Open-Ended Responses**

April - May

**Unit 6: Folktales/Legends/Myths
Creative Story Writing
Review Writing Traits
Open-Ended Responses**

May - June

LAKEHURST ELEMENTARY SCHOOL ENGLISH LANGUAGE ARTS LITERACY CURRICULUM
Unit 4 Overview

Content Area: English Language Arts Literacy

Unit Title: Unit Four

Target Course/Grade Level: Fourth

Unit Summary: Poetry/Literature/Informational Text Narrative/Persuasive Writing
 The focus of this units reading is fiction, informational text, and poetry. The students should be able to identify and understand the elements of the pieces read. Students will use the elements of the narrative and persuasive writing process to present their ideas clearly. With implementation of the Voice trait, the students have the ability to show their individuality, creativity and personality in both pieces of writing.

Primary interdisciplinary connections:

- **Social Studies**
https://www13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx
- **Science**
<http://www.nextgenscience.org/new-jersey>
- **Technology**
<http://www.iste.org/standards/iste-standards>

21st century themes: (https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx)
http://www.p21.org/storage/documents/P21_framework_0515.pdf

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

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| Learning and Innovation Skills | <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration |
| Information, Media and Technology Skills | <ul style="list-style-type: none"> • Information Literacy • Media Literacy • ICT (Information, Communications and Technology) Literacy |
| Life and Career Skills | <ul style="list-style-type: none"> • Flexibility and Adaptability • Initiative and Self-Direction • Social and Cross-Cultural Skills • Productivity and Accountability • Leadership and Responsibility |

College and Career Readiness: Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed

specifically at the beginning of each section of the grade-level standards and then infused throughout the grade-level standards. For specific College and Career Readiness Anchor Standards, see <http://www.corestandards.org/the-standards/english-language-arts-standards>.

Content Standards: RL 4.1, 4.2,4.3, 4.4, 4.5 4.6, 4.7, 4.9, 4.10; RI 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10; RF 4.3, 4.4; W 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10; SL 4.1,4.2, 4.3, 4.4, 4.5, 4.6; L 4.1a, 4.1c, L4.1d, 4.2a,4.2b, 4.2c, 4.2d, 4.3, 4.4, 4.5, 4.6

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| 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) |
| 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. |
| RL 4.7 | Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. |
| RL 4.9 | Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and b |
| 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. |
| 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. |
| RI 4.4 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area |
| RI 4.5 | Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| RI 4.6 | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |

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| RI 4.7 | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| RI 4.8 | Explain how an author uses reasons and evidence to support particular points in a text. |
| RI 4.9 | Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably. |
| RI 4.10 | By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |
| RF 4.3 | Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| RF 4.4 | Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| 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 related ideas are grouped to support the writer’s purpose. B. Provide reasons that are supported by facts from texts and/or other sources. C. 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., <i>another, for example, also, because</i>). |

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| | <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a conclusion related to the information or explanation presented.</p> |
| W 4.3 | <p>Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> |
| RF 4.4 | <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> |
| W 4.1 | <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>B. Provide reasons that are supported by facts from texts and/or other sources.</p> <p>C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>D. Provide a conclusion related to the opinion presented.</p> |
| W 4.2 | <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> |

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| | <p>B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</p> <p>C. Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a conclusion related to the information or explanation presented.</p> |
| W 4.3 | <p>Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p> |
| W 4.4 | <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> |
| W 4.5 | <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> |
| W 4.6 | <p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting</p> |
| W 4.8 | <p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> |
| W 4.9 | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].”).</p> <p>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”).</p> |
| W 4.10 | <p>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.</p> |

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| SL 4.1 | <p>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.</p> <ul style="list-style-type: none"> 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. |
| 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. |
| 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. |
| L 4.1a | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). |
| L 4.1c | Use modal auxiliaries (e.g., can, may, must) to convey various conditions. |
| L 4.1d | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| L 4.1e | Form and use prepositional phrases |

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| L 4.2a | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization |
| L 4.2b | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks to mark direct speech and quotations from a text. |
| L 4.2c | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma before a coordinating conjunction in a compound sentence. |
| L 4.2d | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed |
| L 4.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) |
| 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). 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. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. Recognize and explain the meaning of common idioms, adages, and proverbs. 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). |

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| <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How does text structure help you interpret author's meaning? ● How can different forms of literary genre express the same ideas in different ways? ● How are literary genres different in form and substance? ● How does a writer personally engage upon a topic they are writing? | <p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● readers interpret the intended message in various genres good readers make connections between written and visual or oral presentations of a literary text to enhance their understanding ● good readers understand the structure of a text and use this information to make sense of what they read ● good readers use examples and details from text to support their inferences comprehension and fluency matter in reading. |
| <p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● how to read and interpret poetry ● how to apply reading strategies to monitor comprehension before, during, and after reading. ● how to apply the writing process to different genres ● how to use grammatical conventions in writing ● how to make connections between versions of texts (i.e.: written, visual, oral, print, digital) | <p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Determine the theme of the story, drama, or poem, using details from the text. ● Explain differences between poems, dramas, or stories, and their elements. ● Make connections within various genres. ● Determine the meaning of domain specific words and unknown vocabulary using context clues. ● Produce clear and coherent writing with evidence of voice. ● Write routinely over extended time frames with technology resources. ● Use precise language to inform or explain a topic or story. ● Use relative pronouns and relative adverbs. ● Use module auxiliaries to convey various conditions. ● Demonstrate command of standard english. ● Use print and digital reference materials to clarify meaning of keywords. ● Recognize and explain the meaning of idioms, adages, and proverbs. |

LAKEHURST ELEMENTARY SCHOOL ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments

- Teacher observation
- Journals
- Open ended questions
- Exit slip
- Conferencing / Reviews / Audit
- Simulations
- Written Questions / Exercises with Short, Extended or Multiple-choice Answers
- Rubrics
- Class activities / discussion
- Fluency assessments
- Teacher student conferences
- Portfolio Assessment
- Homework exercises
- Assignments
- Projects
- Running records/anecdotal notes

Summative Assessments

- State assessments
- Open ended questions
- End of unit assessments
- Projects

Modifications (ELLs, Special Education, Gifted and Talented)

- **Leveled Guided Reading Books**
- **Paired partner reading**
- **Literacy Projects**
- **Student choice for publication**
- **Differentiated Instruction/Layered Curriculum/Tiered Lessons**
- **Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)**
- Suggested / possible modifications for *Gifted and Talented*:
- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment
- **Follow all IEP modifications/504 plan**

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

District wide materials and resources

Curriculum documents of the following districts were referenced in the development of this curriculum:
Barnegat Twp., Lacey Twp., Lakewood Twp., Stafford Twp., Pinelands Regional, Ocean Twp. ,
Pt. Pleasant Boro, Berkeley Twp., Manchester Twp., Brick Twp., Plumsted Twp.

www.liketoread.com

www.liketowrite.com

<http://www.teachervision.fen.com/reading-comprehension/resource/55352.html>

interactive activities

http://www.internet4classrooms.com/skills_4th_lang_tx.htm

interactive activities

http://www.lessonplanet.com/directory_articles/reading_lesson_plans/01_December_2009/205/drawing_conclusions

<http://www.teachervision.fen.com/fables/lesson-plan/4883.html>

<http://teacher.scholastic.com/lessonrepro/reproducibles/litplace/r970818d.htm>

activity for compare/contrast

<http://languagearts.mrdonn.org/figurative.html>

descriptions, lesson plans, power points

http://www.readwritethink.org/search/?sort_order=relevance&q=persuasive&srchgo.x=0&srchgo.y=0&old_q=

<http://www2.elc.polyu.edu.hk/CILL/eap/steps-in-process-writing.htm>

lesson plans

<http://www.kimskorner4teachertalk.com/writing/writingprocess/menu.html>

<http://www.havefunteaching.com/reading-worksheets/graphic-organizers>

http://parks.sandi.net/Pages/SITP/graphic_organizer.htm

<http://fcit.usf.edu/fcat/references/strategies/oi1.htm>

http://comicsintheclassroom.net/oolesson_quotations.htm

<http://www.songsforteaching.com/kidzup/quotationmarks.htm>

http://www.ehow.com/video_4790571_teaching-quotation-marks.html

http://www.ehow.com/how_8337041_teach-pronouns-elementary-students.html

http://abcteach.com/directory/basics/grammar/parts_of_speech/

<http://grammar.about.com/od/punctuationandmechanics/tp/commaguide.htm>

rules for using commas

<http://owlet.letu.edu/grammarlinks/punctuation/punct1.html>

tutorial using for commas correctly

http://www.ehow.com/how_5123436_use-comma-correctly.html

lesson plan

<http://languagearts.pppst.com/affixes.html>

power points

<http://www.mandygregory.com/printablecenters.htm>

games and printable worksheets

<http://www.spellingcity.com/>

interactive spelling practice for weekly word lists

<http://www.corestandards.org/the-standards/english-language-arts-standards>

Suggested Literature:

Poetry

Animal Poems John Hollander

Who Has Seen the Wind? A Poetry Collection for Young People Hall, Donald Oxford Illustrated Book of American Children's Poems

Stopping by Woods on a Snowy Evening Robert Frost

The New Kid on the Block Jack Prelutsky

Stevenson, Robert Louis A Child's Garden of Verses Tibbetts, Helen F. Favorite Poems Old and New Selected for Boys and Girls

Teacher Notes:

- Infuse various literary genres throughout this unit. (i.e. realistic fiction, historical fiction, science fiction, fantasy, folktale, myth, legend, biography, mystery, nonfiction, poetry)
- Add an expository piece of writing to student writing portfolio.
- The following foundational skills should be developed continuously throughout the year:

Reading:

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

Writing

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

**LAKEHURST ELEMENTARY SCHOOL
ENGLISH LANGUAGE ARTS CURRICULUM**

Content Area: English Language Arts Unit 5

Course Title: ELA

Grade Level: 4

**Unit 1: Fiction Reading
Narrative/Descriptive Writing
Ideas and Organization
Open-Ended Responses**

September- October

**Unit 2: Nonfiction Reading
Explanatory/Research Writing
Ideas and Organization
Open- Ended Responses**

November - December

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| Unit 3: Fiction Text & Nonfiction Narrative Writing & Research Word Choice Open-Ended Response | January - February |
| Unit 4: Poetry/Literature/Informational Narrative/Persuasive Writing Voice Open-Ended Responses | March - April |
| Unit 5: Literature/Informational Text Explanatory Writing/Expository Voice & Sentence Fluency Open-Ended Responses | April - May |
| Unit 6: Folktales/Legends/Myths Creative Story Writing Review Writing Traits Open-Ended Responses | May - June |

| LAKEHURST ELEMENTARY SCHOOL ENGLISH LANGUAGE ARTS LITERACY CURRICULUM Unit 4 Overview | |
|---|--|
| Content Area: English Language Arts Literacy | |
| Unit Title: Unit Five | |
| Target Course/Grade Level: Fourth | |
| Unit Summary: Literature/Informational Text, Explanatory Writing/Expository | |
| <p>During this unit, students will read fiction and informational texts and write both explanatory and expository pieces. They will read fictional texts to refer to parts of stories, dramas and poems when writing. They will research informational texts and use digital resources to become experts in topics they will then write about. The students will focus on their sentence fluency and voice to share information in a way that will engage their reader.</p> | |
| Primary interdisciplinary connections: | |
| <ul style="list-style-type: none"> ● Social Studies https://www13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx ● Science http://www.nextgenscience.org/new-jersey ● Technology | |

<http://www.iste.org/standards/iste-standards>

21st century themes: (https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx)
http://www.p21.org/storage/documents/P21_framework_0515.pdf

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

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| Learning and Innovation Skills | <ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration |
| Information, Media and Technology Skills | <ul style="list-style-type: none"> • Information Literacy • Media Literacy • ICT (Information, Communications and Technology) Literacy |
| Life and Career Skills | <ul style="list-style-type: none"> • Flexibility and Adaptability • Initiative and Self-Direction • Social and Cross-Cultural Skills • Productivity and Accountability • Leadership and Responsibility |

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

Content Standards: RL 4.1, 4.2,4.3, 4.4, 4.5 4.6, 4.7, 4.9, 4.10; RI 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10; RF 4.3, 4.4; W 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10; SL 4.1,4.2, 4.3, 4.4, 4.5, 4.6; L 4.1a, 4.1c, L4.1d, 4.2a,4.2b, 4.2c, 4.2d, 4.3, 4.4, 4.5, 4.6

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| 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 the key details to identify theme in a story, drama, or poem and summarize the text. |
| RL 4.4 | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. |
| 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. |

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| RL 4.9 | Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |
| 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. |
| 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. |
| RI 4.4 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area |
| RI 4.5 | Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| RI 4.6 | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |
| RI 4.7 | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| RI 4.8 | Explain how an author uses reasons and evidence to support particular points in a text. |
| RI 4.9 | Integrate 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. |
| RI 4.10 | By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |
| RF 4.3 | Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| RF 4.4 | Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
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| RF 4.3 | <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p> |
| RF 4.4 | <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> |
| W 4.1 | <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>B. Provide reasons that are supported by facts from texts and/or other sources.</p> <p>C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>D. Provide a conclusion related to the opinion presented.</p> |
| W 4.2 | <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</p> <p>C. Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a conclusion related to the information or explanation presented.</p> |
| W 4.4 | <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> |
| W 4.5 | <p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> |
| W 4.6 | <p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting</p> |

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| 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. 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].”). 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) |
| 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. |
| 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. <ul style="list-style-type: none"> 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. |
| 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. |
| 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. |
| L 4.1a | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). |
| L 4.1c | Use modal auxiliaries (e.g., can, may, must) to convey various conditions. |

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| L 4.1d | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| L 4.1e | Form and use prepositional phrases |
| L 4.2a | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization |
| L 4.2b | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks to mark direct speech and quotations from a text. |
| L 4.2c | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma before a coordinating conjunction in a compound sentence. |
| L 4.2d | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed |
| L 4.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) |
| 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. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). 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. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. Recognize and explain the meaning of common idioms, adages, and proverbs. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). |

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| L 4.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). | |
| Unit Essential Questions <ul style="list-style-type: none"> ● Why is it important to listen to all sides of an issue, topic, or problem before making a decision? ● How does the structure of a writer's sentences make the writing fluent and engaging to read? ● How does one effectively plan, present, and critique written information and persuasive arguments? ● How can analyzing word structures help readers understand word meanings? | | Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> ● learning how to interact with others by sharing knowledge is a lifelong skill. ● good readers identify the reasons/examples/evidence an author uses to support points and ideas to enhance their understanding of an information text knowing there is more than one point of view on a topic can assist in decision making. ● good writers address the needs of the audience and use an engaging voice as they develop their thoughts and ideas ● good readers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text. |

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| <p>Unit Objectives Students will know...</p> <ul style="list-style-type: none"> ● how to apply reading strategies to monitoring comprehension before, during, and after reading ● how to respond to explanatory and expository writing tasks ● how to properly identify and use pronouns, and quotations in writing ● linking/transitional words, phrases, clauses (i.e. for instance, in order to, in addition) ● how to use linking/transitional words (i.e. on the other hand) to show relationships. ● how parts of a word determine its meaning the different types of figurative language. ● how to read literary and informational grade level texts ● how to analyze and respond to an open- ended question. | <p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● draw conclusions ● identify steps in a process ● compare and contrast ● determine meanings of words using context clues and other references ● apply phonics and word analysis skills to decode words ● read fluently on independent level ● cite evidence from text ● use the writing process incorporating the Traits of Writing ● include an appropriate beginning, middle and end in their writing ● use a word processing program or other technology program to write ● use various sources to gather information (print materials, technology...) to write expository pieces ● identify and use pronouns correctly ● use commas where appropriate in writing ● identify and use affixes (prefix, suffix) including Greek and Latin to determine word meaning ● identify and use root words in Greek and Latin to determine meaning ● use linking/transitional words that show relationships ● spell K-4 grade level words correctly ● develop the skills to acquire and maintain vocabulary |
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LAKEHURST ELEMENTARY SCHOOL ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments

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| <ul style="list-style-type: none"> ● Teacher observation ● Journals ● Open ended questions ● Exit slip ● Conferencing / Reviews / Audit ● Simulations ● Written Questions / Exercises with Short, Extended or Multiple-choice Answers ● rubrics | <ul style="list-style-type: none"> ● Class activities / discussion ● Fluency assessments ● Teacher student conferences ● Portfolio Assessment ● Homework exercises ● Assignments ● Projects ● Running records/anecdotal notes |
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Summative Assessments

- State assessments
- Open ended questions
- End of unit assessments
- Projects

Modifications (ELLs, Special Education, Gifted and Talented)

- **Leveled Guided Reading Books**
- **Paired partner reading**
- **Literacy Projects**
- **Student choice for publication**
- **Differentiated Instruction/Layered Curriculum/Tiered Lessons**
- **Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)**
- Suggested / possible modifications for *Gifted and Talented*:
- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment
- **Follow all IEP modifications/504 plan**

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

District wide materials and resources

Curriculum documents of the following districts were referenced in the development of this curriculum: Barnegat Twp., Lacey Twp., Lakewood Twp., Stafford Twp., Pinelands Regional, Ocean Twp. , Pt. Pleasant Boro, Berkeley Twp., Manchester Twp., Brick Twp., Plumsted Twp.

www.liketoread.com

www.liketowrite.com

Suggested Literature

Historical Fiction

Yates, Elizabeth Mountain Born

Wilder, Laura Ingalls The Little House series

Fantasy

MacDonald, George At the Back of the North Wind

Milne,A.A. The House at Pooh Corner and Winnie the Pooh

Nesbit, Edith Five Children and It

Norton, Mary The Borrowers

Potter, Beatrix The Tales of Peter Rabbit

Realistic Fiction:

Lovelace, M. Betsy Tacy

Lovelace, M. Betsy- Tacy and Tib

Lovelace, M. Betsy and Tacy Go Over the Big Hill

Lovelace, M. Betsy and Tacy Go Downtown

Holling, Holling Clancy Paddle-to-the Sea

Hutchens, Paul Sugar Creek Gang Series

Lenski, Lois Strawberry Girl

North, Sterling Rascal

O'Dell, Scott Island of the Blue Dolphins

O'Harer, N. My Friend Flicka

Seredy, Kate The Good Master

Sidney, Margaret The Five Little Peppers and How They Grew

Thurber, James The Wonderful

Warner, Gertrude Chandler The Boxcar Children's Series

Non-fiction

Biographies

D'Aulaire, Ingri and Edgar Benjamin Franklin

D' Aulaire, Ingri and Edgar George Washington

D'Aulaire, Ingri and Edgar Abraham Lincoln

Graff, Stewart and Polly Anne Helen Keller

Holt, Rackham George Washington Carver: An American Biography

Ludwig, Charles Michael Faraday McNeer, May and Lynd W. John Wesley Neimark, Anne E.

Touch of Light: The Story of Lois Braille

Stonaker, Frances Benson Famous Mathematicians

<http://www.teachervision.fen.com/reading-comprehension/resource/55352.html>

interactive activities

http://www.internet4classrooms.com/skills_4th_lang_tx.htm

interactive activities

http://www.lessonplanet.com/directory_articles/reading_lesson_plans/01_December_2009/205/drawing_conclusions

<http://www.teachervision.fen.com/fables/lesson-plan/4883.html>

<http://teacher.scholastic.com/lessonrepro/reproducibles/litplace/r970818d.htm>

activity for compare/contrast

<http://languagearts.mrdonn.org/figurative.html>

descriptions, lesson plans, power points

<http://www2.elc.polyu.edu.hk/CILL/eap/steps-in-process-writing.htm>

lesson plans

<http://www.kimskorner4teachertalk.com/writing/writingprocess/menu.html>

http://parks.sandi.net/Pages/SITP/graphic_organizer.htm

<http://fcit.usf.edu/fcat/references/strategies/oi1.htm>

http://comicsintheclassroom.net/oolesson_quotations.htm

<http://www.songsforteaching.com/kidzup/quotationmarks.htm>

http://www.ehow.com/video_4790571_teaching-quotation-marks.html

http://www.ehow.com/how_8337041_teach-pronouns-elementary-students.html

http://abcteach.com/directory/basics/grammar/parts_of_speech/

<http://www.brighthub.com/education/k-12/articles/107379.aspx>

<http://grammar.about.com/od/punctuationandmechanics/tp/commaguide.htm>

rules for using commas

<http://owlet.letu.edu/grammarlinks/punctuation/punct1.html>

tutorial using for commas correctly

http://www.ehow.com/how_5123436_use-comma-correctly.html

lesson plan

<http://languagearts.pppst.com/affixes.html>

power points

<http://www.mandygregory.com/printablecenters.htm>

games and printable worksheets

<http://www.spellingcity.com/>

interactive spelling practice for weekly word lists

<http://www.corestandards.org/the-standards/english-language-arts-standards>

Teacher Notes:

- Infuse various literary genres throughout this unit. (i.e. realistic fiction, historical fiction, science fiction, fantasy, folktale, myth, legend, biography, mystery, nonfiction, poetry)
- Add an expository piece of writing to student writing portfolio.
- The following foundational skills should be developed continuously throughout the year:

Reading:

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

Writing

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
 - Development: the topic, theme, stand/perspective, argument or character is fully developed

- Organization: the text exhibits a discernible progressions of ideas
- Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
- Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
 - Sentence formation: sentences are complete and varied in length and structure
 - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

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| LAKEHURST ELEMENTARY SCHOOL ENGLISH LANGUAGE ARTS CURRICULUM | |
| Content Area: English Language Arts | Unit 6 |
| Course Title: ELA | Grade Level: 4 |
| Unit 1: Fiction Reading Narrative/Descriptive Writing Ideas and Organization Open-Ended Responses | September- October |

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| Unit 2: Nonfiction Reading Explanatory/Research Writing Ideas and Organization Open- Ended Responses | November - December |
| Unit 3: Fiction Text & Nonfiction Narrative Writing & Research Word Choice Open-Ended Response | January - February |
| Unit 4:Poetry/Literature/Informational Narrative/Persuasive Writing Voice Open-Ended Responses | March - April |
| Unit 5: Literature/Informational Text Explanatory Writing/Expository Voice & Sentence Fluency Open-Ended Responses | April - May |
| Unit 6: Folktales/Legends/Myths Creative Story Writing Review Writing Traits Open-Ended Responses | May - June |

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| LAKEHURST ELEMENTARY SCHOOL ENGLISH LANGUAGE ARTS LITERACY CURRICULUM Unit 4 Overview | |
| Content Area: English Language Arts Literacy | |
| Unit Title: Unit Six | |
| Target Course/Grade Level: Fourth | |
| Unit Summary: Folktales/Legends/Myths, Creative Story Writing | |
| <p>During this unit, students will discover the stories and traditions of cultures across the globe as they read Folktales, Legends, and Myths. Students will compare and contrast the themes, settings and plots of texts within these genres. They will use ideas from what they read in this unit’s folktales, legends and myths to create their own creative writing. The students will focus on reviewing all of the writing traits that should be used in all pieces of writing (Ideas, Organization, Word choice, Voice, Sentence fluency, and Conventions).</p> | |

Primary interdisciplinary connections:

- **Social Studies**
https://www13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx
- **Science**
<http://www.nextgenscience.org/new-jersey>
- **Technology**
<http://www.iste.org/standards/iste-standards>

21st century themes: (https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx)
http://www.p21.org/storage/documents/P21_framework_0515.pdf

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

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| Learning and Innovation Skills | <ul style="list-style-type: none">• Creativity and Innovation• Critical Thinking and Problem Solving• Communication and Collaboration |
| Information, Media and Technology Skills | <ul style="list-style-type: none">• Information Literacy• Media Literacy• ICT (Information, Communications and Technology) Literacy |
| Life and Career Skills | <ul style="list-style-type: none">• Flexibility and Adaptability• Initiative and Self-Direction• Social and Cross-Cultural Skills• Productivity and Accountability• Leadership and Responsibility |

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

Content Standards: RL 4.1, 4.2,4.3, 4.4, 4.5 4.6, 4.7, 4.9, 4.10; RI 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10; RF 4.3, 4.4; W 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10; SL 4.1,4.2, 4.3, 4.4, 4.5, 4.6; L 4.1a, 4.1c, L4.1d, 4.2a,4.2b, 4.2c, 4.2d, 4.3, 4.4, 4.5, 4.6

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| 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. |
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| RL 4.2 | Determine the key details to identify theme in a story, drama, or poem and summarize the text. |
| RL 4.4 | Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. |
| RL 4.6 | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |
| RL 4.9 | Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |
| 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. |
| 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. |
| RI 4.4 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area |
| RI 4.5 | Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text. |
| RI 4.6 | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. |
| RI 4.7 | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| RI 4.8 | Explain how an author uses reasons and evidence to support particular points in a text. |
| RI 4.9 | Integrate 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. |
| RI 4.10 | By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |
| RF 4.3 | Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |

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| RF 4.4 | <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> |
| RF 4.3 | <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p> |
| RF 4.4 | <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read grade-level text with purpose and understanding.</p> <p>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> |
| W 4.1 | <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>B. Provide reasons that are supported by facts from texts and/or other sources.</p> <p>C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>D. Provide a conclusion related to the opinion presented.</p> |
| W 4.2 | <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</p> <p>C. Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a conclusion related to the information or explanation presented.</p> |

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| W 4.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |
| 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 |
| 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 | <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. 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].”).</p> <p>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”).</p> |
| 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. |
| SL 4.1 | <p>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.</p> <ul style="list-style-type: none"> 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. |
| 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. |

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| 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. |
| L 4.1a | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). |
| L 4.1c | Use modal auxiliaries (e.g., can, may, must) to convey various conditions. |
| L 4.1d | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). |
| L 4.1e | Form and use prepositional phrases |
| L 4.2a | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use correct capitalization |
| L 4.2b | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use commas and quotation marks to mark direct speech and quotations from a text. |
| L 4.2c | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma before a coordinating conjunction in a compound sentence. |
| L 4.2d | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed |
| L 4.3 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. Choose words and phrases to convey ideas precisely. Choose punctuation for effect. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) |

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| L 4.4 | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> |
| L 4.5 | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> |
| L 4.6 | <p>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).</p> |
| <p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How does writing make thinking visible and clarify understanding? ● What do readers do when they do not understand everything in a text? ● How do different cultures change a theme or topic from stories and myths? | <p>Unit Enduring Understandings</p> <p>Students will understand that...</p> <ul style="list-style-type: none"> ● writing is a tool for thinking: solving problems, exploring issues, constructing questions, and addressing inquiry. ● Myths and stories that address the same theme can be similar or different because of different cultures ● good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful ● as good readers they should employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension. ● good readers develop effective summaries that capture the main ideas of informational text. ● good readers create effective summaries that capture the central idea or theme of the text ● good readers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text. |

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| <p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> ● how to apply reading strategies to monitor comprehension before, during, and after reading. ● interpret the author's essential message and theme generalizations ● how to summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence ● how to apply the writing process to different genres ● how to use grammatical conventions in writing | <p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● self-monitor their comprehension using grade level reading strategies ● identify the theme and message of a legend, folktales, and myths ● make implied inferences about the literary elements and author's decisions in a text ● summarize text ● determine meanings of words using context clues and other references ● apply phonics and word analysis skills to decode words read fluently on independent level ● cite evidence from text ● use the writing process incorporating the traits of writing ● include an appropriate beginning, middle and end in their writing ● write in different genres based upon audience and purpose ● write a friendly letter using correct format ● identify the elements of different writing genres ● continue to use figurative language to enhance writing ● spell K-4 words correctly and develop the skills to acquire and maintain vocabulary |
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LAKEHURST ELEMENTARY SCHOOL ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments

- Teacher observation
- Journals
- Open ended questions
- Exit slip
- Conferencing / Reviews / Audit
- Simulations
- Written Questions / Exercises with Short, Extended or Multiple-choice Answers
- rubrics
- Class activities / discussion
- Fluency assessments
- Teacher student conferences
- Portfolio Assessment
- Homework exercises
- Assignments
- Projects
- Running records/anecdotal notes

Summative Assessments

- State assessments
- Open ended questions
- End of unit assessments
- Projects

Modifications (ELLs, Special Education, Gifted and Talented)

- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)
- Suggested / possible modifications for *Gifted and Talented*:
- ask open-ended questions
- encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- <http://edorigami.wikispaces.com/Bloom's+Digital+Taxonomy>
- do not always be explicit, allow for discovery
- use centers and group students according to ability or interest
- propose interest-based extension activities
- use leveled texts and offer an advanced reader reading list
- ask "why" and "what if" questions
- use varied modes of pre-assessment and assessment
- **Follow all IEP modifications/504 plan**

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

District wide materials and resources

Curriculum documents of the following districts were referenced in the development of this curriculum:
Barnegat Twp., Lacey Twp., Lakewood Twp., Stafford Twp., Pinelands Regional, Ocean Twp. ,
Pt. Pleasant Boro, Berkeley Twp., Manchester Twp., Brick Twp., Plumsted Twp.

www.liketoread.com

www.liketowrite.com

<http://www.teachervision.fen.com/reading-comprehension/resource/55352.html>

interactive activities

http://www.internet4classrooms.com/skills_4th_lang_tx.htm

interactive activities

http://www.lessonplanet.com/directory_articles/reading_lesson_plans/01_December_2009/205/drawing_conclusions

<http://www.teachervision.fen.com/fables/lesson-plan/4883.html>

<https://www.teachervision.com/creative-writing/printable/54688.html>

<http://www.scholastic.com/teachers/lesson-plan/myths-folktales-fairy-tales-grades-4-6t>

<http://languagearts.mrdonn.org/figurative.html>

descriptions, lesson plans, power points

<http://www2.elc.polyu.edu.hk/CILL/eap/steps-in-process-writing.htm>

lesson plans

<http://www.weeklystorybook.com/files/folktalesguide.pdf>

<http://www.kimskorner4teachertalk.com/writing/writingprocess/menu.html>

http://parks.sandi.net/Pages/SITP/graphic_organizer.htm

<http://fcit.usf.edu/fcat/references/strategies/oi1.htm>

http://comicsintheclassroom.net/oolesson_quotations.htm

<http://www.songsforteaching.com/kidzup/quotationmarks.htm>

http://www.ehow.com/video_4790571_teaching-quotation-marks.html

http://www.ehow.com/how_8337041_teach-pronouns-elementary-students.html

http://abcteach.com/directory/basics/grammar/parts_of_speech/

<http://www.brighthub.com/education/k-12/articles/107379.aspx>

<http://grammar.about.com/od/punctuationandmechanics/tp/commaguide.htm>

rules for using commas

<http://owlet.letu.edu/grammarlinks/punctuation/punct1.html>

tutorial using for commas correctly

http://www.ehow.com/how_5123436_use-comma-correctly.html

lesson plan

<http://www.spellingcity.com/>

interactive spelling practice for weekly word lists

<http://www.corestandards.org/the-standards/english-language-arts-standards>

<http://www.writingprompts.net/4th-grade/>

<https://www.superteacherworksheets.com/journal-prompts.html>

Suggested Literature:

Aesop, Aesop's Fables
Chandler, Joel Uncle Remus and Brer Rabbitt
Farjeon, Eleanor The Little Bookroom
Hans Christian Andersen The Emperor's New Clothes
Lamb, Charles Beauty and the Beast
Perrault, Charles Perrault's Complete Fairy Tales
Lawson, Robert Ben and Me
Lingred, Astrid Pippi Longstocking
Lewis, C.S. The Magician's Nephew and The Chronicles of Narnia
Lofting, Hugh The Voyages of Dr. Dolittle

Teacher Notes:

- Infuse various literary genres throughout this unit. (i.e. realistic fiction, historical fiction, science fiction, fantasy, folktale, myth, legend, biography, mystery, nonfiction, poetry)
- Add a creative writing piece to student writing portfolio.
- The following foundational skills should be developed continuously throughout the year:

Reading:

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

Writing

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