

Winslow Township School District
English Language Arts
Grade 4

Overview: English Language Arts curriculum is developed to provide comprehensive and differentiated instruction and practice for all learners. Effective English Language Arts routines are based upon research and best practice and integrates a multi-discipline approach ensure that students make meaningful connections between literacy and other content areas. The goal of literacy instruction is to promote critical thinking, reading proficiency, writing proficiency, and the communication skills necessary to thrive in a global and technological society.

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1	Primary Focus NJSLS: RL.4.1 RI.4.1 RF.4.3A RL.4.2 RI.4.2 RF.4.4A,B,C RL.4.4 RI.4.4 RL.4.6 RI.4.6 WIDA Standards 1, 2, 4, 5	Primary Focus NJSLS: W.4.1A,B,C,D W.4.4 W.4.5 W.4.6 W.4.7 W.4.10	Primary Focus NJSLS: SL.4.1A,B,C,D SL.4.6	Primary Focus NJSLS: L.4.1A,B L.4.2A,D L.4.4A,C L.4.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> 1 Extended Text 3-6 shorter texts depending upon length and complexity 	Writing Genre: <ul style="list-style-type: none"> Opinion Writing Research Routine Writing 	Task Types: <ul style="list-style-type: none"> Small and whole group discussions Retelling 	Skill Focus <ul style="list-style-type: none"> Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking
	Enduring Understandings 1. Our identities are shaped through experiences, interests, and passions. (Module 1) 2. Our senses are powerful tools that help us explore the world in exciting ways. (Module 2) 3. Personal courage and support of family, friends, and the community help people face challenges. (Module 3)		Essential Questions 1. How do your experiences help shape your identity? (Module 1) 2. How do people use their senses to navigate the world? (Module 2) 3. What does it take to meet a challenge? (Module 3)	
Unit 2	Primary Focus NJSLS: RL.4.1 RI.4.1 RF.4.3A RL.4.2 RI.4.2 RF.4.4A,B,C RI.4.3 RI.4.4 RI.4.5 RI.4.6 RI.4.7 RI.4.8 RI.4.9 WIDA Standards 1, 2, 3, 4, 5	Primary Focus NJSLS: W.4.2A,B,C,D,E W.4.4 W.4.5 W.4.6 W.4.8 W.4.10	Primary Focus NJSLS: SL.4.1A,B,C,D SL.4.2 SL.4.3 SL.4.6	Primary Focus NJSLS: L.4.1C,D L.4.2B,D L.4.3A,B,C L.4.4A,C L.4.6

Winslow Township School District
English Language Arts
Grade 4

Unit 2 (cont.)	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> • 1 Extended Text • 3-6 shorter texts depending upon length and complexity 	Writing Genre: <ul style="list-style-type: none"> • Research/Informative • Routine Writing 	Task Type: <ul style="list-style-type: none"> • Project-based presentations focusing on use of multimedia and visual displays 	Skill Focus <ul style="list-style-type: none"> • Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking
	Enduring Understandings <ol style="list-style-type: none"> 1. Heroes display courage and confidence to face challenges. (Module 4) 2. Sharing our creative talents with the world can bring us closer together. (Module 5) 3. Our world is full of unique places with amazing wonders on land, in the ocean, and above in the sky. (Module 6) 		Essential Questions <ol style="list-style-type: none"> 1. What makes someone a hero? (Module 4) 2. How far can your talents take you? (Module 5) 3. What makes Earth’s natural wonders exciting and unique? (Module 6) 	
Unit 3	Primary Focus NJSLs: RL.4.1 RI.4.1 RF.4.3A RL.4.2 RI.4.2 RF.4.4A,B,C RL.4.3 RL.4.4 RL.4.5 RL.4.6 RL.4.7 RL.4.9 WIDA Standards 1, 2, 3, 4, 5	Primary Focus NJSLs: W.4.3A,B,C,D W.4.4 W.4.5 W.4.6 W.4.9 W.4.10	Primary Focus NJSLs: SL.4.1A,B,C,D SL.4.2 SL.4.4 SL.4.6	Primary Focus NJSLs: L.4.1E,F L.4.2C,D L.4.4A,C L.4.5A,B,C L.4.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> • 1 - 2 Extended Texts • 4-8 shorter texts depending upon length and complexity 	Writing Genre: <ul style="list-style-type: none"> • Narrative • Literary Analysis • Routine Writing 	Task Type: <ul style="list-style-type: none"> • Present in small groups and to whole class 	Skill Focus <ul style="list-style-type: none"> • Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking
	Enduring Understandings <ol style="list-style-type: none"> 1. Traditional stories can teach many lessons about life and the world. (Module 7) 2. Eating healthful and sustainable food is good for our bodies and our world. (Module 8) 3. We must work together to preserve our planet and its natural resources. (Module 9) 		Essential Questions <ol style="list-style-type: none"> 1. What lessons can you learn from characters in traditional tales? (Module 7) 2. What can we do to make more healthful choices? (Module 8) 3. What can people do to care for our planet? (Module 9) 	

Winslow Township School District
English Language Arts
Grade 4

Unit 4	<p>Primary Focus NJSLs: RL.4.1 RI.4.1 RF.4.3A RL.4.2 RI.4.2 RF.4.4A,B,C RL.4.4 RI.4.4 RL.4.5 RI.4.5 RL.4.6 RI.4.6 RL.4.10 RI.4.10</p> <p>WIDA Standards 1, 2, 4, 5</p>	<p>Primary Focus NJSLs: W.4.2A,B,C,D,E W.4.4 W.4.5 W.4.6 W.4.10 Select at least one from W.4.7, W.4.8, W.4.9</p>	<p>Primary Focus NJSLs: SL.4.1A,B,C,D SL.4.2 SL.4.5 SL.4.6</p>	<p>Primary Focus NJSLs: L.4.1G L.4.2D L.4.4A,B,C L.4.6</p>
	<p>Text Type: (fiction and nonfiction)</p> <ul style="list-style-type: none"> • 1 Extended Text • 3-6 shorter texts depending upon length and complexity 	<p>Writing Genre:</p> <ul style="list-style-type: none"> • Research • Informative and Explanatory • Routine Writing 	<p>Task type:</p> <ul style="list-style-type: none"> • Debates • Present in small groups and to whole class 	<p>Skill Focus</p> <ul style="list-style-type: none"> • Demonstrate command of standard English grammar, usage, and mechanics when writing or speaking
	<p>Enduring Understandings</p> <ol style="list-style-type: none"> 1. People have always found a way to communicate. (Module 10) 2. The characteristics of informational text include facts and additional features that help readers learn new information. (Module 11) 3. Realistic fiction resembles real life with fictional characters and events. (Module 12) 		<p>Essential Questions</p> <ol style="list-style-type: none"> 1. What forms can communication take? (Module 10) 2. What are the characteristics of informational text? (Module 11) 3. What are the characteristics of realistic fiction? (Module 12) 	
Suggested Open Educational Resources	<p>Reading</p> <ul style="list-style-type: none"> • PARCC Evidence Tables • Point of View Video • Main Idea Practice • Inference Practice • Read Aloud Strategy 	<p>Writing/Language</p> <ul style="list-style-type: none"> • Brainstorm before Writing • Conferencing Video • Narrative Lessons • Compare/Contrast Map 	<p>Speaking & Listening</p> <ul style="list-style-type: none"> • Collaborative Discussions Video • Notes for Discussions Video • Text Talk Time • Literature Circles 	<p>Critical Thinking</p> <ul style="list-style-type: none"> • Current Event Lessons • Smithsonian Tween Tribune • Newsela Critical Thinking Handbook • Whole Brain Teaching Video

Winslow Township School District
English Language Arts
Grade 4

	<ul style="list-style-type: none"> • Circle Plot Diagram www.readwritethink.org/classroom-resources/student-interactives/circle-plot-diagram-30026.html • Fluency Activities https://www.readingrockets.org/helping/target/fluency 	<ul style="list-style-type: none"> • Essay Map www.readwritethink.org/classroom-resources/student-interactives/essay-30063.html • Implementing the Writing Process www.readwritethink.org/professional-development/strategy-guides/implementing-writing-process-30386.html • Mini Lessons https://www.teacherspayteachers.com/Browse/Search:elaboration%20mini-lesson?gclid=EAIaIQobChMI35mM06CA5AIVTVqGCh3cIghhEAMYAyAAEgL2A_D_BwE • Writing Samples https://www.state.nj.us/education/assessment/es/sample/NJ-LAL_sample.pdf • Graphic Organizers https://www.teachervision.com/lesson-planning/graphic-organizer • Flocabulary https://www.flocabulary.com/topics/vocabulary-orange/ • Context Clues https://www.k12reader.com/subject/reading-skills/context-clues/ • Word Usage https://www.k12reader.com/subject/grammar/word-usage/ • Grammar and Usage https://www.ixl.com/ela/grade-4 • Spelling practice https://www.k12reader.com/fourth-grade-spelling-words/ 	<ul style="list-style-type: none"> • Speaking and Listening Rubric https://www.teacherspayteachers.com/Browse/Search:listening%20and%20speaking%20rubric • Crafting a Persuasive Speech https://learnzillion.com/search?query=4TH%2BGRADE%2BPERSUASIVE%2BWRITING&utf8=%E2%9C%93 • New Report https://www.frontlineeducation.com/insights/welcome-school-improvement-clients/?utm_source=school-improvement-network&utm_medium=referral&utm_campaign=school-improvement-network-redirect 	<ul style="list-style-type: none"> • Critical Thinking Lesson Plans https://www.criticalthinking.org/pages/remodelled-lessons-4-6/462
--	--	--	---	--

Winslow Township School District
English Language Arts
Grade 4

		<ul style="list-style-type: none"> • Various ELA Practices • https://www.k12reader.com/grade-level/grades-k-12/grades-4-5/ • Word Relationships • www.readwritethink.org/classroom-resources/printouts/concept-30699.html • Grammar Practice • https://www.education.com/worksheets/fourth-grade/grammar/ 		
--	--	---	--	--

Unit 1 Grade 4

Unit 1 Grade 4		
Unit 1 Reading Standards	Unit 1 Reading Critical Knowledge and Skills	
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.	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.	<ul style="list-style-type: none"> • Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read • Make personal connections, make connections to other texts, and/or make global connections when relevant • Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text • Refer to the text when drawing conclusions as well as when answering directly stated questions
RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> • Identify the key details of a text that support the main idea • Analyze the actions and thoughts of characters or speakers in texts, looking for patterns • Determine the theme or main idea of the text • Summarize the key points of a text • Explain how the author supports main ideas in informational text with key details
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 .	RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	<ul style="list-style-type: none"> • Determine the meaning of words and phrases in a text • Identify words that allude to mythological characters (ie: Herculean) • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) • Identify metaphors and similes
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.4.6: <ul style="list-style-type: none"> • Identify the narrator’s point of view • Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view

Winslow Township School District
English Language Arts
Grade 4

Unit 1 Grade 4	
	<p>RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI.4.6:</p> <ul style="list-style-type: none"> • Identify similarities and differences between firsthand and secondhand accounts • Explain how the point of view impacts the delivery of information in the text
<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<ul style="list-style-type: none"> • Identify specific strategies for decoding words in texts • Apply the specific strategies for decoding and spelling multisyllabic words
<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.4.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> • Use various strategies to understand text and read with purpose • Read grade-level poetry and prose aloud accurately • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Unit 1 Writing Standards	Unit 1 Writing Critical Knowledge and Skills
<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>W.4.1.B. Provide reasons that are supported by facts from texts and/or other sources.</p> <p>W.4.1.C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>W.4.1.D. Provide a conclusion related to the opinion presented.</p>	<ul style="list-style-type: none"> • Distinguish fact from opinions • Organize text by using a specific organizational structure (i.e.: cause/effect chronological order, etc) • Group supporting details to support the writer's purpose • Introduce a topic or text clearly • State an opinion to be supported with evidence • Write a thesis statement to focus the writing • Logically order reasons that are supported by facts • Support the opinion with facts and details from texts or other sources • Use transitional words and phrases to connect opinions to reasons • Write a conclusion related to the opinion presented
<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<ul style="list-style-type: none"> • Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer's designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose
<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p>	<ul style="list-style-type: none"> • Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing

Winslow Township School District
English Language Arts
Grade 4

Unit 1 Grade 4	
	<ul style="list-style-type: none"> Recognize spelling, grammar, and punctuation errors Employ strategies for correcting errors with assistance (conferences, check sheets, peer 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.	<ul style="list-style-type: none"> Use digital tools Use technology for producing and publishing writing, and collaborating with others Demonstrate proficiency in keyboarding skills Type at least one page in a single setting
W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<ul style="list-style-type: none"> Research a topic through investigation of the topic Explore a topic in greater detail by developing a research question that helps bring focus to the topic Gather information to support a topic Select relevant information from texts to support main ideas or claims Group like ideas to organize writing
W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none"> Produce numerous pieces of writing over various time frames Develop skills in research Reflect on and revise writing Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 1 Speaking and Listening Standards	Unit 1 Speaking and Listening Critical Knowledge and Skills
SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions	<ul style="list-style-type: none"> Use previous knowledge to expand discussions about a topic Engage in conversations about grade-appropriate topics and texts Participate in a variety of rich, structured conversations Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> Speak for a variety of purposes Distinguish between formal and informal discourse Adapt speech to a variety of contexts and tasks

Winslow Township School District
English Language Arts
Grade 4

Unit 1 Grade 4	
Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills
<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.1.A. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>L.4.1.B. Form and use the progressive (e.g., <i>I was walking; I will be walking</i>) verb tenses.</p>	<ul style="list-style-type: none"> • Identify and define relative pronouns • Use appropriate relative pronouns and relative adverbs when writing or speaking • Identify progressive verb tenses in sentences • Select the appropriate verb tense to use when writing or speaking
<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2.A. Use correct capitalization.</p> <p>L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> • Identify rules for capitalization • Apply capitalization rules consistently • Spell grade-appropriate words correctly • Use references as needed to aid in spelling
<p>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.</p> <p>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases</p>	<ul style="list-style-type: none"> • Decipher the meanings of words and phrases by using sentence context • Determine the meaning of commonly used prefixes and suffixes • Separate a base word from the prefix or suffix • Use the definition of known prefixes and suffixes to define new words • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words
<p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>	<ul style="list-style-type: none"> • Use 4th grade vocabulary fluently when discussing academic or domain-specific topics • Choose the most accurate word when describing actions, emotions, or states of being • Choose the most accurate word when discussing a particular topic • Use knowledge of synonyms and antonyms to broaden vocabulary
WIDA English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
WIDA English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
WIDA English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
WIDA English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

Winslow Township School District
English Language Arts
Grade 4

Unit 1 Grade 4

Unit 1 Grade 4	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> • Class discussions • Student participation • Teacher observation • Self-assessment • Verbalization • Anecdotal notes • Performance based Assessments/Tasks • Exit Tickets • Intervention Assessments • Oral Reading/Running Records • Graphic organizers • Learning stations • Think-pair-share • Scoring rubric • Benchmark assessments • Weekly Assessments • Selection and Leveled Readers Quizzes • Response to Text • Conferences 	<p>Diagnostic Assessments</p> <ul style="list-style-type: none"> • Reading Horizons Diagnostic/ Lexile Measurement MP 1,2,4 • LinkIt! MP 1,2,4 • Guided Reading Benchmark Assessments Kit MP 1,3,4 • HMH Adaptive Growth Measure MP 1,3,4 (October/February/Jun) <p>Summative Assessments</p> <ul style="list-style-type: none"> • Module Assessments • Guided Reading Benchmark Assessments <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Inquiry and Research Projects • Informative Writing • Hands-On Activities
Enduring Understandings	Essential Questions
<ol style="list-style-type: none"> 1. Our identities are shaped through experiences, interests, and passions. (Module 1) 2. Our senses are powerful tools that help us explore the world in exciting ways. (Module 2) 3. Personal courage and support of family, friends, and the community help people face challenges. (Module 3) 	<ol style="list-style-type: none"> 1. How do your experiences help shape your identity? (Module 1) 2. How do people use their senses to navigate the world? (Module 2) 3. What does it take to meet a challenge? (Module 3)
District/School Texts and Resources	Aligned Skills and Activities
<p><i>The following texts and resources are utilized in Unit 1:</i></p> <p>Module 1: What makes us who we are? Houghton Mifflin Harcourt Into Reading Print/Online Resources:</p> <ul style="list-style-type: none"> • Teacher’s Guide (TG) • Week at a Glance <ul style="list-style-type: none"> ○ Week 1: T22-T23 ○ Week 2: T82-T83 ○ Week 3: T138-T139 	<p><i>Activities for the following skills are found in the corresponding texts and resources:</i></p> <p>Module 1: What makes us who we are? Learning Mindset: Growth Mindset</p> <p><u>Building Knowledge and Language:</u></p> <ul style="list-style-type: none"> • Access Prior Knowledge/Build Background • Vocabulary <ul style="list-style-type: none"> ○ Big Idea Words (<i>identity, experience, pursuit, wisdom</i>)

Winslow Township School District
English Language Arts
Grade 4

Unit 1 Grade 4

- Ed Your Friend in Learning <https://www.hmho.com/one/login/>

Resources for Module 1:

- Ed Your Friend in Learning (Ed Online)/ Access to all online resources
- Teacher’s Guide
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (Teacher Text Resource)
- myBook (Student Text Resource)
- Foundational Skills and Word Study Studio (online resource)
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (Online resource)
- Get Curious Videos (Online resource)
- Rigby Readers with matching Take and Teach Lessons
- Table Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writer’s Notebook

- **Multimedia**
 - **Active Listening and Viewing**
 - Get Curious Video: *Life*

Foundational Skills

- **Decoding**
 - Short a and Long a
 - Short e and Long e
 - Short i and Long i
- **Spelling**
 - Short a and Long a
 - Short e and Long e
 - Short i and Long i
- **Fluency**
 - Accuracy and Self-Correction
 - Reading Rate
 - Expression

Reading Workshop & Vocabulary

- **Academic Vocabulary**
 - Critical Vocabulary
 - Instructional Vocabulary
- **Generative Vocabulary**
 - Prefixes (*un-, in-, im-, re-, mis-, pre-, dis-*)
 - Suffixes (*-y, -ly*)
- **Vocabulary Strategy**
 - Context Clues
- **Multiple Genres**
 - Genre Focus-Stories
 - Informational Text
 - Fantasy
 - Narrative Poetry
 - Realistic Fiction
 - Folktale

Winslow Township School District
English Language Arts
Grade 4

Unit 1 Grade 4

- **Comprehension/Metacognitive Skills**
 - Ask and Answer Questions
 - Monitor and Clarify
 - Retell
 - **Literary Elements/Author’s Purpose and Craft**
 - Central Idea
 - Author’s Purpose
 - Text and Graphic Features
 - Figurative Language
 - Point of View
 - Characters
 - Theme
 - **Response to Text**
 - Write a Story Scene
 - Write a Welcome Guide
 - Write a Retelling
 - Write a Journal Entry
 - **Performance Task**
 - Write a Story
 - **Communication**
 - Speaking and Listening: Engage in Discussion
 - Speaking and Listening: Work Collaboratively
 - Research: Generate a Plan
- Writing Workshop**
- **Writing Form**
 - Narrative
 - **Writing Process (Narrative)**
 - Plan and Generate Ideas
 - Organize
 - Draft
 - Revise and Edit
 - Publish and Present

Winslow Township School District
English Language Arts
Grade 4

Unit 1 Grade 4

Module 2: Come to Your Senses

Houghton Mifflin Harcourt Into Reading Print/Online Resources:

- Teacher’s Guide (TG)
- Week at a Glance
 - Week 1: T212-213
 - Week 2: T272-273
 - Week 3: T328-329
- Ed Your Friend in Learning <https://www.hmho.com/one/login/>

Resources for Module 2:

- Ed Your Friend in Learning (Ed Online)/ Access to all online resources
- Teacher’s Guide
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (Teacher Text Resource)
- myBook (Student Text Resource)
- Foundational Skills and Word Study Studio (online resource)
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (Online resource)
- Get Curious Videos (Online resource)
- Rigby Readers with matching Take and Teach Lessons
- Table Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writer’s Notebook

• **Grammar/Conventions**

- Parts of a Sentence
- Kinds of Sentences
- Quotations

Module 2: Come to Your Senses

Learning Mindset: Noticing

Building Knowledge and Language:

- **Access Prior Knowledge/Build Background**
- **Vocabulary**
 - Big Idea Words (*perception, aroma, distinguish, tactile*)
- **Multimedia**
 - Active Listening and Viewing:
 - Get Curious Video: *Super Senses*

Foundational Skills

- **Decoding**
 - Short o and Long o
 - Syllable Division Patterns: VCCV, VCV, VV
 - Vowel Sounds /u/, /yoo/, and /oo/
- **Spelling**
 - Short o and Long o
 - Homophones
 - Vowel Sounds /u/, /yoo/, and /oo/
- **Fluency**
 - Accuracy and Self-Correction
 - Reading Rate
 - Expression

Reading Workshop & Vocabulary

- **Academic Vocabulary**
 - Critical Vocabulary
 - Instructional Vocabulary

Winslow Township School District
English Language Arts
Grade 4

Unit 1 Grade 4

- **Generative Vocabulary**
 - Latin Root *lumin*
 - Suffixes (*-ness, -ment, -y, -ly*)
- **Vocabulary Strategy**
 - Multiple Meaning Words
 - Context Clues
- **Multiple Genres**
 - Genre Focus-Informational Text
 - Infographic
 - Informational Text
 - Informational Video
 - Personal Narrative
 - Historical Fiction
- **Comprehension/Metacognitive Skills**
 - Ask and Answer Questions
 - Summarize
 - Visualize
- **Literary Elements/Author's Purpose and Craft**
 - Central Idea
 - Text Structure
 - Text and Graphic Features
 - Figurative Language
 - Content Area Words
 - Media Techniques
 - Author's Craft
- **Response to Text**
 - Write a Summary
 - Write a Television Guide
 - Write an Informative Paragraph
 - Write a Journal Entry
- **Performance Task**
 - Write an Informative Article

Winslow Township School District
English Language Arts
Grade 4

Unit 1 Grade 4

• **Communication**

- Media Literacy: Create a Multimedia Presentation
- Speaking and Listening: Summarizing and Paraphrasing
- Research: Gather Information

Writing Workshop

• **Writing Form**

- Description

• **Writing Process (Informational Text)**

- Plan and Generate Ideas
- Organize
- Draft
- Revise and Edit
- Publish and Present

• **Grammar/Conventions**

- Fragments
- Proper Nouns
- Verbs

Module 3: Rise to the Occasion

Learning Mindset: Seeking Challenges

Building Knowledge and Language:

• **Access Prior Knowledge/Build Background**

• **Vocabulary**

- Big Idea Words (*confront, dauntless, endurance, dedication*)

• **Multimedia**

- **Active Listening and Viewing:**
 - Get Curious Video: *Rise Up*

Foundational Skills

• **Decoding**

- Vowel Sounds oo, oo
- Vowel Sounds /ou/ and /o/
- Vowel Sounds /oo/ and /oo/

Module 3: Rise to the Occasion

Houghton Mifflin Harcourt Into Reading Print/Online Resources:

- Teacher's Guide (TG)
- Week At a Glance
 - Week 1: T22-23
 - Week 2: T82-T83
 - Week 3: T138-139
- Ed Your Friend in Learning <https://www.hmho.com/one/login/>

Resources for Module 3:

- Ed Your Friend in Learning (Ed Online)/ Access to all online resources
- Teacher's Guide
- Writer's Workshop Teacher's Guide
- Teacher Resource Book

Winslow Township School District
English Language Arts
Grade 4

Unit 1 Grade 4

- Teaching Pal (Teacher Text Resource)
- myBook (Student Text Resource)
- Foundational Skills and Word Study Studio (online resource)
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (Online resource)
- Get Curious Videos (Online resource)
- Rigby Readers with matching Take and Teach Lessons
- Table Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writer’s Notebook

- **Spelling**
 - Vowel Sounds oo, oo
 - Vowel Sounds /ou/ and /o/
 - Vowel + /r/ Sounds
- **Fluency**
 - Phrasing
 - Intonation
 - Reading Rate
- **Reading Workshop & Vocabulary**
 - **Academic Vocabulary**
 - Critical Vocabulary
 - Instructional Vocabulary
 - **Generative Vocabulary**
 - Latin Roots *vis, aud, spec*
 - Suffixes (*-ful, -ous, -less*)
 - Prefixes (*over-, under-*)
 - **Vocabulary Strategy**
 - Multiple Meaning Words
 - Synonyms and Antonyms
 - **Multiple Genres**
 - Genre Focus-Historical Fiction
 - Argumentative Text
 - Historical Fiction
 - Narrative Fiction
 - Personal Narrative
 - Play
 - Autobiographical Fiction
 - **Comprehension/Metacognitive Skills**
 - Make and Confirm Predictions
 - Synthesize
 - Visualize

Winslow Township School District
English Language Arts
Grade 4

Unit 1 Grade 4

- **Literary Elements/Author’s Purpose and Craft**

- Identify Claims
- Plot
- Theme
- Point of View
- Elements of Drama
- Idioms, Adages, and Proverbs
- Author’s Craft

- **Response to Text**

- Write a Thank-You Note
- Write a News Story
- Write a New Scene
- Write a Diary Entry

- **Performance Task**

- Write a Persuasive Letter

- **Communication**

- Speaking and Listening: Use Formal and Informal Language
- Speaking and Listening: Give a Presentation
- Research: Take Notes

Writing Workshop

- **Writing Form**

- Opinion Essay

- **Writing Process (Argument)**

- Plan and Generate Ideas
- Organize
- Draft
- Revise and Edit
- Publish and Present

- **Grammar/Conventions**

- Complete and Complex Sentences
- Progressive Verb Tenses
- Verb Tenses

**Winslow Township School District
English Language Arts
Grade 4**

Unit 1 Grade 4

<p>Additional Amistad and Holocaust Resources:</p> <ul style="list-style-type: none"> • https://nj.gov/education/amistad/resources/literacy.pdf • https://www.nj.gov/education/holocaust/911/additional/K5.pdf • https://nj.gov/education/holocaust/curriculum/UniversalK-5.pdf • https://nj.gov/education/holocaust/downloads/curriculum/caring_makes_a_difference_K-4_%20curriculum_guide.pdf 	<p>Amistad and Holocaust Activities:</p> <p>Module 1: <i>Week 2 Yes We Are Latinos/The Year of the Rat</i></p> <p>Additional Activities:</p> <ul style="list-style-type: none"> • activities found in <i>The Amistad Commission’s Literacy Components Primary Grades</i> (NJDOE) • activities found in <i>Universal Design for Learning – Teaching About the Holocaust/Genocide, Prejudice & Bullying Using UDL</i> (NJDOE) • activities found in <i>Caring Makes a Difference</i> (NJDOE) •
--	---

District/School Supplementary Resources

<p>Tween Tribune: https://www.tweentribune.com/ newsela: https://newsela.com Dogo News: https://www.dogonews.com/ ABCya: https://www.abcya.com Actively Learn: https://www.activelylearn.com</p>	<p>Read Works: https://www.readworks.org/ Freckle: https://www.freckle.com/ela Quill: https://www.quill.org/ Brainpop: https://brainpop.com Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>
--	---

District/School Writing Tasks

<p>Primary Focus</p> <ul style="list-style-type: none"> • Module 1: Personal Narrative <ul style="list-style-type: none"> ○ <i>Personal Narrative</i> • Module 2: Informational Text <ul style="list-style-type: none"> ○ <i>Description</i> • Module 3: Argument <ul style="list-style-type: none"> ○ <i>Opinion Essay</i> <p>District Requirement: Complete one process piece for Unit/MP 1 for district writing portfolio.</p> <p>State Requirement: Complete at least one piece of opinion writing and routine writing.</p>	<p>Secondary Focus</p> <ul style="list-style-type: none"> • Response to Text • Inquiry & Research Projects 	<p>Routine Writing</p> <ul style="list-style-type: none"> • Response to Text <ul style="list-style-type: none"> ○ myBook ○ Writing Prompts • Literacy Centers <ul style="list-style-type: none"> ○ Listening and Reading Logs ○ Annotate the Text ○ Response Journal ○ Inquiry and Research Projects
--	---	---

Winslow Township School District
English Language Arts
Grade 4

Unit 1 Grade 4

Instructional Best Practices and Exemplars

Instructional Best Practices

- | | |
|---|---|
| <ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations | <ul style="list-style-type: none"> • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypotheses • Cues, questions, and advance organizers • Manage response rates • Use data to drive instruction |
|---|---|

Exemplars

- <https://www.readingrockets.org/strategies#skill1042>
- <http://www.readwritethink.org/>
- <https://www.noredink.com/>
- <https://eeducation.org>

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors. (Module 1, Week 1)
- 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. (Module 1, Week 1)
- 9.4.5.CI.3: Participate in brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a). (Module 1, Week 3)
- 9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6). (Module 3, Week 1)
- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2). (Module 3, Week 3)
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1). (Module 3, Week 3)
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3). (Module 3, Week 3)
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8). (Module 1 Week 3)

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language: Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Winslow Township School District
English Language Arts
Grade 4

Unit 1 Grade 4

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- | | |
|--|--|
| <ul style="list-style-type: none"> ○ Small group instruction ○ Audio books ○ Text-to-speech platforms ○ Leveled texts ○ Modeling and guided practice | <ul style="list-style-type: none"> ○ Provide graphic organizers ○ Verbalize before writing ○ Provide sentence starters ○ Use technology i.e. Chromebooks and iPads ○ Provide consistent structured routine |
| <ul style="list-style-type: none"> ○ Targeted phonics practice ○ Targeted Phonological Awareness Instruction ○ Scaffolding strategies ○ Shortened assignments ○ Extend time as needed ○ Read directions aloud ○ Repeat, rephrase and clarify directions | <ul style="list-style-type: none"> ○ Provide simple and clear classroom rules ○ Provide frequent feedback ○ Provide support staff as needed ○ Assist w/ organization ○ Recognize success ○ Modify testing format ○ Provide alternative assessment |

Modifications for At Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards.

Modifications/accommodations may include:

- | | |
|---|--|
| <ul style="list-style-type: none"> ○ Small group instruction ○ Audio books ○ Text-to-speech platforms ○ Leveled texts ○ Extended time as needed ○ Read directions aloud ○ Assist with organization ○ Use of technology i.e. Chromebooks and iPads | <ul style="list-style-type: none"> ○ Emphasize/highlight key concepts ○ Provide timelines for work completion ○ Break down multi-step tasks into smaller chunks ○ Provide copy of class notes ○ Graphic organizers ○ Sentence Starters ○ Targeted phonics practice ○ Targeted Phonological Awareness Instruction |
|---|--|

Winslow Township School District
English Language Arts
Grade 4

Unit 1 Grade 4

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p>WIDA Can Do Descriptors: <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> ● Use of bilingual dictionaries ● Personal dictionary ● Word wall ● Manipulatives ● Pictures, photographs ● Modeling and guided practice ● Sentence starters ● Response frames ● Adapted text/ Leveled Readers ● Repeated reading ● Graphic organizers ● Background knowledge experience ● Vocabulary (cognates) exposure ● Fluency strategies ● Targeted phonics practice ● Additional SIOP Strategies as described in the following book: <ul style="list-style-type: none"> ○ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i> ○ <i>99 Activities for Teaching English Language Arts to English Language Learners</i> 	<p>Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:</p> <ul style="list-style-type: none"> ● Require higher order thinking, communication, and leadership skills ● Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles ● Provide higher level texts ● Expand use of open-ended, abstract questions ● Require critical and creative thinking activities with emphasis on research and in-depth study ● Provide Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> ● Gifted Programming Standards ● Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ● REVISED Bloom’s Taxonomy Action Verbs

Winslow Township School District
English Language Arts
Grade 4

Unit 1 Grade 4

Interdisciplinary Connections

Science:

NJSLS 4-LS1-2: Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways. (Module 2, Week 1, ;Module 2, Week 3)

Social Studies:

NJSLS 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. (Module 1, Week 2)

NJSLS .5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how selfdiscipline and civility contribute to the common good. (Module 1, Week 3)

NJSLS 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. (Module 3, Week 1)

NJSLS 6 .1.5.CivicsPR.4: Explain how policies are developed to address public problems. (Module 3, Week 3)

Arts:

NJSLS 1.5.5.Cn10a: Create works of art that reflect community cultural traditions. Discuss using formal and conceptual vocabulary. (Module 1, Week 1)

Integration of Computer Science and Design Thinking NJSLS 8

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

8.1.5.CS.1: Model how computing devices connect to other components to form a system.

8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.

8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

Unit 2 Grade 4

Unit 2 Reading Standards

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.

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.

Unit 2 Reading Critical Knowledge and Skills

- Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text
- Refer to the text when drawing conclusions as well as when answering directly stated questions

Winslow Township School District
English Language Arts
Grade 4

Unit 2 Grade 4		
RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> • Identify the key details of a text that support the main idea • Analyze the actions and thoughts of characters or speakers in texts, looking for patterns • Determine the theme or main idea of the text • Summarize the key points of a text • Explain how the author supports main ideas in informational text with key details
	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.	<ul style="list-style-type: none"> • Read text closely to identify key details • Explain how or why historical events, scientific ideas or “how to” procedures happened • Use the text to support their answers
	RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	<ul style="list-style-type: none"> • Determine the meaning of words and phrases in a text • Identify words that allude to significant characters (i.e.: Herculean) • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) • Identify metaphors and similes
	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.	<ul style="list-style-type: none"> • Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)
	RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<ul style="list-style-type: none"> • Identify similarities and differences between firsthand and secondhand accounts • Explain how the point of view impacts the delivery of information in the text
	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.	<ul style="list-style-type: none"> • Analyze information presented in various formats to identify the key details • Understand what is heard, viewed, or presented through various media formats to help make meaning of the text • Explain how the information presented in various formats aids to the overall meaning
	RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.	<ul style="list-style-type: none"> • Identify reasons and evidence an author uses to support a claim • Describe how an author uses proof to support a point in the text

Winslow Township School District
English Language Arts
Grade 4

Unit 2 Grade 4	
	<p>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.</p> <ul style="list-style-type: none"> • Read two texts closely on the same subject to identify key details • Synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject
<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<ul style="list-style-type: none"> • Identify specific strategies for decoding words in texts • Apply the specific strategies for decoding and spelling multisyllabic words
<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.4.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> • Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Unit 2 Writing Standards	Unit 2 Writing Critical Knowledge and Skills
<p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.2.A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.4.2.B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</p> <p>W.4.2.C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).</p> <p>W.4.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.4.2.E. Provide a conclusion related to the information or explanation presented.</p>	<ul style="list-style-type: none"> • Introduce a topic clearly • Compose a clear thesis statement • Group related information in paragraphs and sections • Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate • Purposefully select information to develop the topic • Link ideas within paragraphs and sections of information using words and phrases • Use transitional words and phrases • Select specific language and vocabulary to convey ideas and information • Provide a conclusion related to the information or explanation
<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	<ul style="list-style-type: none"> • Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer’s designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose
<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions</p>	<ul style="list-style-type: none"> • Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece

Winslow Township School District
English Language Arts
Grade 4

Unit 2 Grade 4	
should demonstrate command of Language standards 1-3 up to and including grade 4 here.)	<ul style="list-style-type: none"> • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer 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.	<ul style="list-style-type: none"> • Use digital tools • Use technology for producing and publishing writing, and collaborating with others • Demonstrate proficiency in keyboarding skills • Type at least one page in a single setting
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.	<ul style="list-style-type: none"> • Research information from print and digital sources • Integrate information from personal experience • Take notes and organize their information into categories • List the sources used
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.	<ul style="list-style-type: none"> • Produce numerous pieces of writing over various time frames • Develop skills in research • Reflect on and revise writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 2 Speaking and Listening Standards	Unit 2 Speaking and Listening Critical Knowledge and Skills
SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions	<ul style="list-style-type: none"> • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).	<ul style="list-style-type: none"> • Identify the key points and supporting details of a text presented orally • Restate the key information from a written text read aloud or information presented in multiple formats
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.	<ul style="list-style-type: none"> • Report on a topic or text, telling a story, or recounting an event in an organized, logical manner • Present information orally and in coherent, spoken sentences • Use an appropriate pace when presenting

Winslow Township School District
English Language Arts
Grade 4

Unit 2 Grade 4	
	<ul style="list-style-type: none"> • Present and logically support personal opinions
SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> • Speak for a variety of purposes • Distinguish between formal and informal discourse • Adapt speech to a variety of contexts and tasks
Unit 2 Language Standards	Unit 2 Language Critical Knowledge and Skills
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.1.C. Use modal auxiliaries (e.g., <i>can</i> , <i>may</i> , <i>must</i>) to convey various conditions. L.4.1.D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	<ul style="list-style-type: none"> • Identify and define modal auxiliaries • Use the appropriate modal auxiliary to convey various conditions • Identify adjectives in sentences to determine their purpose • Place adjectives in conventional order when writing or speaking
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.2.B. Use commas and quotation marks to mark direct speech and quotations from a text. L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.	<ul style="list-style-type: none"> • Identify the format for marking direct speech and quotations • Apply the rules for marking direct speech and quotations when writing • Spell grade-appropriate words correctly • Use references as needed to aid in spelling
L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.4.3.A. Choose words and phrases to convey ideas precisely L.4.3.B. Choose punctuation for effect L.4.3.C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)	<ul style="list-style-type: none"> • Select the most precise word to convey ideas • Select punctuation to create effect in writing • Use formal English and informal English in the appropriate settings
L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases	<ul style="list-style-type: none"> • Decipher the meanings of words and phrases by using sentence context • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words
L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	<ul style="list-style-type: none"> • Use 4th grade vocabulary fluently when discussing academic or domain-specific topics • Choose the most accurate word when describing actions, emotions, or states of being • Choose the most accurate word when discussing a particular topic • Use knowledge of synonyms and antonyms to broaden vocabulary

Winslow Township School District
English Language Arts
Grade 4

Unit 2 Grade 4	
WIDA English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
WIDA English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
WIDA English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics
WIDA English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
WIDA English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

Unit 2 Grade 4	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> • Class discussions • Student participation • Teacher observation • Self-assessment • Verbalization • Anecdotal notes • Performance based Assessments/Tasks • Exit Tickets • Intervention Assessments • Oral Reading/Running Records • Graphic organizers • Learning stations • Think-pair-share • Scoring rubric • Benchmark assessments • Weekly Assessments • Selection and Leveled Readers Quizzes • Response to Text • Conferences 	<p>Diagnostic Assessments</p> <ul style="list-style-type: none"> • Reading Horizons Diagnostic/ Lexile Measurement MP 1,2,4 • LinkIt! MP 1,2,4 • Guided Reading Benchmark Assessments Kit MP 1,3,4 • HMH Adaptive Growth Measure MP 1,3,4 (October/February/Jun) <p>Summative Assessments</p> <ul style="list-style-type: none"> • Module Assessments • Guided Reading Benchmark Assessments <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Inquiry and Research Projects • Informative Writing • Hands-On Activities
Enduring Understandings	Essential Questions
<ol style="list-style-type: none"> 1. Heroes display courage and confidence to face challenges. (Module 4) 2. Sharing our creative talents with the world can bring us closer together. (Module 5) 3. Our world is full of unique places with amazing wonders on land, in the ocean, and in the sky. (Module 6) 	<ol style="list-style-type: none"> 1. What makes someone a hero? (Module 4) 2. How far can your talents take you? (Module 5) 3. What makes Earth’s natural wonders exciting and unique? (Module 6)

**Winslow Township School District
English Language Arts
Grade 4**

Unit 2 Grade 4

District/School Texts and Resources	Aligned Skills & Activities
<p><i>The following texts and resources are utilized in Unit 2:</i></p> <p>Module 4: Heroic Feats Houghton Mifflin Harcourt Into Reading Print/Online Resources:</p> <ul style="list-style-type: none"> • Teacher’s Guide (TG) • Week at a Glance <ul style="list-style-type: none"> ○ Week 1: T212-T213 ○ Week 2: T272-T273 ○ Week 3: T328-T329 • Ed Your Friend in Learning https://www.hmho.com/one/login/ <p>Resources for Module 4:</p> <ul style="list-style-type: none"> • Ed Your Friend in Learning (Ed Online)/ Access to all online resources • Teacher’s Guide • Writer’s Workshop Teacher’s Guide • Teacher Resource Book • Teaching Pal (Teacher Text Resource) • myBook (Student Text Resource) • Foundational Skills and Word Study Studio (online resource) • Vocabulary Cards • Anchor Charts • Display and Engage Organizers (Online resource) • Get Curious Videos (Online resource) • Rigby Readers with matching Take and Teach Lessons • Table Minilessons • Printables • Know It, Show It (printable) • Focal Texts (Writer’s Workshop) • Writer’s Notebook 	<p><i>Activities for the following skills are found in the corresponding texts and resources:</i></p> <p>Module 4: Heroic Feats Learning Mindset: Resilience</p> <p><u>Building Knowledge and Language:</u></p> <ul style="list-style-type: none"> • Access Prior Knowledge/Build Background • Vocabulary <ul style="list-style-type: none"> ○ Big Idea Words (<i>aspire, confidence, endeavor, fearlessness</i>) • Multimedia <ul style="list-style-type: none"> ○ Active Listening and Viewing: <ul style="list-style-type: none"> ➤ Get Curious Video: <i>Everyday Heroes</i> <p><u>Foundational Skills</u></p> <ul style="list-style-type: none"> • Decoding <ul style="list-style-type: none"> ○ More Vowel + /r/ sounds /ur, /or/ ○ Regular and Irregular Plurals ○ Recognize Root Words • Spelling <ul style="list-style-type: none"> ○ More Vowel + /r/ Sounds ○ Homophones ○ Adding <i>-ed, or -ing</i> • Fluency <ul style="list-style-type: none"> ○ Phrasing ○ Intonation ○ Reading Rate <p><u>Reading Workshop & Vocabulary</u></p> <ul style="list-style-type: none"> • Academic Vocabulary <ul style="list-style-type: none"> ○ Critical Vocabulary ○ Instructional Vocabulary • Generative Vocabulary <ul style="list-style-type: none"> ○ Suffixes (<i>-able, -ible, -en, -ic</i>) ○ Prefixes (<i>sub-, fore-</i>)

Winslow Township School District
English Language Arts
Grade 4

Unit 2 Grade 4

- **Vocabulary Strategy**
 - Homographs and Homophones
 - Synonyms and Antonyms
- **Multiple Genres**
 - Genre Focus-Fairy Tales and Myths
 - Fairy Tale
 - Narrative Nonfiction
 - Myth/Play
- **Comprehension/Metacognitive Skills**
 - Make Inferences
 - Synthesize
 - Visualize
 - Ask and Answer Questions
- **Literary Elements/Author's Purpose and Craft**
 - Text and Graphic Features
 - Text Structure
 - Theme
 - Point of View
 - Elements of Drama
 - Figurative Language
 - Central Idea
- **Response to Text**
 - Write a Feature Story
 - Write a Job Posting
 - Write a Summary
 - Write a Journal Entry
- **Performance Task**
 - Write a Play
- **Communication**
 - Speaking and Listening: Oral Instructions
 - Research: Evaluate and Organize Information
 - Research: Cite Sources

[Writing Workshop](#)

Winslow Township School District
English Language Arts
Grade 4

Unit 2 Grade 4

Module 5: Art Everywhere

Houghton Mifflin Harcourt Into Reading Print/Online Resources:

- Teacher’s Guide (TG)
- Week at a Glance
 - Week 1: T22-T23
 - Week 2: T82-T83
 - Week 3: T138-T139
- Ed Your Friend in Learning <https://www.hmho.com/one/login/>

Resources for Module 5:

- Ed Your Friend in Learning (Ed Online)/ Access to all online resources
- Teacher’s Guide
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (Teacher Text Resource)
- myBook (Student Text Resource)
- Foundational Skills and Word Study Studio (online resource)
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (Online resource)
- Get Curious Videos (Online resource)

- **Writing Form**
 - Story
- **Writing Process (Narrative)**
 - Plan and Generate Ideas
 - Organize
 - Draft
 - Revise and Edit
 - Publish and Present
- **Grammar/Conventions**
 - Pronouns
 - Frequently Confused Words
 - Possessive Nouns

Module 5: Art Everywhere

Learning Mindset: Belonging

Building Knowledge and Language:

- **Access Prior Knowledge/Build Background**
- **Vocabulary**
 - Big Idea Words (*sculpture, creativity, inspiration, expressive*)
- **Multimedia**
 - **Active Listening and Viewing:**
 - Get Curious Video: *Art for All*

Foundational Skills

- **Decoding**
 - Final Long e
 - Recognize Root Words
- **Spelling**
 - Final Long e
 - Changing Final y to i
 - Adding *-ed*, or *-ing*
- **Fluency**
 - Phrasing
 - Expression
 - Reading Rate

Winslow Township School District
English Language Arts
Grade 4

Unit 2 Grade 4

- Rigby Readers with matching Take and Teach Lessons
- Table Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writer’s Notebook

Reading Workshop & Vocabulary

- **Academic Vocabulary**
 - Critical Vocabulary
 - Instructional Vocabulary
- **Generative Vocabulary**
 - Suffixes (-ity, -er, -or, -ist)
 - Prefixes (un-, in-)
- **Vocabulary Strategy**
 - Shades of Meaning
 - Homographs and Homophones
- **Multiple Genres**
 - Genre Focus-Biography
 - Biography
 - Video
 - Informational Text
 - Poetry
- **Comprehension/Metacognitive Skills**
 - Monitor and Clarify
 - Visualize
 - Ask and Answer Questions
- **Literary Elements/Author’s Purpose and Craft**
 - Ideas and Support
 - Text Structure
 - Figurative Language
 - Central Idea
 - Text and Graphic Features
 - Elements of Poetry
 - Theme
- **Response to Text**
 - Write a Book Review
 - Write a Pamphlet
 - Write a Blog Post

**Winslow Township School District
English Language Arts
Grade 4**

Unit 2 Grade 4

Module 6: Marvels of Nature

Resources for Module 6:

Houghton Mifflin Harcourt Into Reading Print/Online Resources:

- Teacher’s Guide (TG)
- Week at a Glance
 - Week 1: T212-T213
 - Week 2: T272-T273
 - Week 3: T328-T329
- Ed Your Friend in Learning <https://www.hmho.com/one/login/>

Resources for Module 6:

- Ed Your Friend in Learning (Ed Online)/ Access to all online resources
- Teacher’s Guide

- Write an Opinion Paragraph
- **Performance Task**
 - Write an Argument
- **Communication**
 - Speaking and Listening: Oral Instructions
 - Speaking and Listening: Engage in Discussion
 - Research: Paraphrase

Writing Workshop

- **Writing Form**
 - Expository Essay
- **Writing Process (Informational Text)**
 - Plan and Generate Ideas
 - Organize
 - Draft
 - Revise and Edit
 - Publish and Present
- **Grammar/Conventions**
 - Model Auxiliaries
 - Participles
 - Irregular Verbs

Module 6: Marvels of Nature

Learning Mindset: Wonder

Building Knowledge and Language:

- **Access Prior Knowledge/Build Background**
- **Vocabulary**
 - Big Idea Words (*scenic, landscape, canyon, landform*)
- **Multimedia**
 - **Active Listening and Viewing:**
 - Get Curious Video: *Amazing Planet Earth*

Foundational Skills

- **Decoding**

Winslow Township School District
English Language Arts
Grade 4

Unit 2 Grade 4

- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (Teacher Text Resource)
- myBook (Student Text Resource)
- Foundational Skills and Word Study Studio (online resource)
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (Online resource)
- Get Curious Videos (Online resource)
- Rigby Readers with matching Take and Teach Lessons
- Table Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writer’s Notebook

- Words with /k/, /ng/, and /kw/
- Words with Final /j/ and /s/
- Prefixes *re-*, *un-*, *dis-* in multisyllabic words
- **Spelling**
 - Words with /k/, /ng/, and /kw/
 - Words with Final /j/ and /s/
 - Prefixes *re-*, *un-*, *dis-* in multisyllabic words
- **Fluency**
 - Accuracy and Self Correction
 - Intonation
 - Reading Rate
- [Reading Workshop & Vocabulary](#)
 - **Academic Vocabulary**
 - Critical Vocabulary
 - Instructional Vocabulary
 - **Generative Vocabulary**
 - Suffixes (*-ness*, *-ment*)
 - Prefixes (*inter-*)
 - **Vocabulary Strategy**
 - Reference Sources
 - Shades of Meaning
 - **Multiple Genres**
 - Genre Focus-Informational Text
 - Literary Nonfiction
 - Informational Text
 - Poetry
 - **Comprehension/Metacognitive Skills**
 - Make Inferences
 - Synthesize
 - Ask and Answer Questions
 - **Literary Elements/Author’s Purpose and Craft**
 - Author’s Craft
 - Text Structure

**Winslow Township School District
English Language Arts
Grade 4**

Unit 2 Grade 4

- Simile and Metaphor
- Central Idea
- Text and Graphic Features
- Elements of Poetry
- Ideas and Support
- **Response to Text**
 - Write a Personal Narrative
 - Write a Description
 - Write an Opinion Paragraph
 - Write a Travel Guide
- **Performance Task**
 - Write a Science Article
- **Communication**
 - Research and Media Literacy: Create a Multimedia Presentation
 - Speaking and Listening: Give a Presentation
 - Research: Plan and Gather Information

Writing Workshop

- **Writing Form**
 - Letter
- **Writing Process (Correspondence)**
 - Plan and Generate Ideas
 - Organize
 - Draft
 - Revise and Edit
 - Publish and Present
- **Grammar/Conventions**
 - Adjectives
 - Adverbs
 - Prepositions and Prepositional Phrases

Amistad and Holocaust

- activities found in *The Amistad Commission’s Literacy Components for Primary Grades* (NJDOE)
- activities found in *Universal Design for Learning – Teaching About the*

Additional Amistad and Holocaust Resources:

- <https://nj.gov/education/amistad/resources/literacy.pdf>
- <https://www.nj.gov/education/holocaust/911/additional/K5.pdf>

**Winslow Township School District
English Language Arts
Grade 4**

Unit 2 Grade 4

- <https://nj.gov/education/holocaust/curriculum/UniversalK-5.pdf>
- https://nj.gov/education/holocaust/downloads/curriculum/caring_makes_a_difference_K-4_%20curriculum_guide.pdf

- Holocaust/Genocide, Prejudice & Bullying Using UDL*** (NJDOE)
- activities found in ***Caring Makes a Difference*** (NJDOE)

District/School Supplementary Resources

Tween Tribune: <https://www.tweentribune.com/>
 newsela: <https://newsela.com>
 Dogo News: <https://www.dogonews.com/>
 ABCya: <https://www.abcya.com>
 Actively Learn: <https://www.activelylearn.com>

Read Works: <https://www.readworks.org/>
 Freckle: <https://www.freckle.com/ela>
 Quill: <https://www.quill.org/>
 Brainpop: <https://brainpop.com>
 Diversity, Equity & Inclusion Educational Resources
<https://www.nj.gov/education/standards/dei/>

District/School Writing Tasks

Primary Focus

- **Module 4:** Narrative
Story
- **Module 5:** Informational Text
Expository Essay
- **Module 6:** Correspondence
Letter

Secondary Focus

- Response to Text
- **Inquiry & Research Projects**

Routine Writing

- Response to Text
 - myBook
 - Writing Prompts
- Literacy Centers
 - Listening and Reading Logs
 - Annotate the Text
 - Response Journal
 - Inquiry and Research Projects

**Winslow Township School District
English Language Arts
Grade 4**

Unit 2 Grade 4

District Requirement: Complete one process piece for Unit/MP 2 for district writing portfolio.

State Requirement: Complete at least one piece of research/informative and routine writing.

Instructional Best Practices and Exemplars

Instructional Best Practices

- | | |
|---|---|
| <ul style="list-style-type: none"> • Identifying similarities and differences • Summarizing and note taking • Reinforcing effort and providing recognition • Homework and practice • Nonlinguistic representations | <ul style="list-style-type: none"> • Cooperative learning • Setting objectives and providing feedback • Generating and testing hypotheses • Cues, questions, and advance organizers • Manage response rates • Use data to drive instruction |
|---|---|

Exemplars

- <https://www.readingrockets.org/strategies#skill1042>
- <http://www.readwritethink.org/>
- <https://www.noredink.com/>
- <https://eeducation.org>

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- 9.4.5.CI.3: Participate in brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
- 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Winslow Township School District
English Language Arts
Grade 4

Unit 2 Grade 4

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- | | |
|---|---|
| <ul style="list-style-type: none"> ○ Small group instruction ○ Audio books | <ul style="list-style-type: none"> ○ Provide graphic organizers ○ Verbalize before writing |
| <ul style="list-style-type: none"> ○ Text-to-speech platforms ○ Leveled texts ○ Modeling and guided practice ○ Targeted phonics practice ○ Targeted Phonological Awareness Instruction ○ Scaffolding strategies ○ Shortened assignments ○ Extend time as needed ○ Read directions aloud ○ Repeat, rephrase and clarify directions | <ul style="list-style-type: none"> ○ Provide sentence starters ○ Use technology i.e. Chromebooks and iPads ○ Provide consistent structured routine ○ Provide simple and clear classroom rules ○ Provide frequent feedback ○ Provide support staff as needed ○ Assist w/ organization ○ Recognize success ○ Modify testing format ○ Provide alternative assessment |

Modifications for At Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards.

Modifications/accommodations may include:

- | | |
|---|--|
| <ul style="list-style-type: none"> ○ Small group instruction ○ Audio books ○ Text-to-speech platforms ○ Leveled texts ○ Extended time as needed ○ Read directions aloud ○ Assist with organization ○ Use of technology i.e. Chromebooks and iPads | <ul style="list-style-type: none"> ○ Emphasize/highlight key concepts ○ Provide timelines for work completion ○ Break down multi-step tasks into smaller chunks ○ Provide copy of class notes ○ Graphic organizers ○ Sentence Starters ○ Targeted phonics practice ○ Targeted Phonological Awareness Instruction |
|---|--|

Winslow Township School District
English Language Arts
Grade 4

Unit 2 Grade 4

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p>WIDA Can Do Descriptors: <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> ● Use of bilingual dictionaries ● Personal dictionary ● Word wall ● Manipulatives ● Pictures, photographs ● Modeling and guided practice ● Sentence starters ● Response frames ● Adapted text/ Leveled Readers ● Repeated reading ● Graphic organizers ● Background knowledge experience ● Vocabulary (cognates) exposure ● Fluency strategies ● Targeted phonics practice ● Additional SIOP Strategies as described in the following book: <ul style="list-style-type: none"> ○ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i> ○ <i>99 Activities for Teaching English Language Arts to English Language Learners</i> 	<p>Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:</p> <ul style="list-style-type: none"> ● Require higher order thinking, communication, and leadership skills ● Differentiate content, process, or product according to student’s readiness, interests, and/or learning styles ● Provide higher level texts ● Expand use of open-ended, abstract questions ● Require critical and creative thinking activities with emphasis on research and in-depth study ● Provide Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> ● Gifted Programming Standards ● Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy ● REVISED Bloom’s Taxonomy Action Verbs

Winslow Township School District
English Language Arts
Grade 4

Unit 2 Grade 4

Interdisciplinary Connections

Arts:

NJSLS 1.4.12prof.Cn11a: Integrate knowledge of cultural, global and historic belief systems into creative choices in a devised or scripted theatre work. (Module 4, Weeks 1 – 3)

NJSLS 1.4.12acc.Pr6a: Produce devised or scripted theatre work using a creative process that shapes the production for a specific audience. (Module 4, Weeks 1 – 3)

NJSLS 1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change. (Module 5, Week 2)

NJSLS 1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society. (Module 5, Week 1; Module 5 Week 3)

Mathematics:

NJSLS 4.MD.A.1: Know relative sizes of measurement units within one system of units including km, m, cm. mm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. (Module 6, Week 1)

Science:

NJSLS 4-ESS2-2: Analyze and interpret data from maps to describe patterns of Earth’s features. (Module 6, Week 1)

NJSLS 4-ESS1-1: Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. (Module 6, Week 2)

Social Studies:

NJSLS 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. (Module 4, Week 1)

NJSLS 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. (Module 4, Week 2)

NJSLS 6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world. (Module 5, Week 1)

NJSLS 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. (Module 5, Week 2)

Integration of Computer Science and Design Thinking NJSLS 8

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

8.1.5.CS.1: Model how computing devices connect to other components to form a system.

8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.

8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Winslow Township School District
English Language Arts
Grade 4

Unit 3 Grade 4		
Unit 3 Reading Standards		Unit 3 Reading Critical Knowledge and Skills
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.	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.	<ul style="list-style-type: none"> • Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read • Make personal connections, make connections to other texts, and/or make global connections when relevant • Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text • Refer to the text when drawing conclusions as well as when answering directly stated questions
RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> • Identify the key details of a text that support the main idea • Analyze the actions and thoughts of characters or speakers in texts, looking for patterns • Determine the theme or main idea of the text • Summarize the key points of a text • Explain how the author supports main ideas in informational text with key details
RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).		<ul style="list-style-type: none"> • Read text closely, looking for key details regarding character, setting, or plot • Analyze story elements for literal and inferential meaning • Refer to the text to describe various story elements
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 .		<ul style="list-style-type: none"> • Determine the meaning of words and phrases in a text • Identify words that allude to significant characters (i.e.: Herculean) • Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) • Identify metaphors and similes
RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.		<ul style="list-style-type: none"> • Explain the differences between poems, drama, and prose • Explain how structural elements are used to create an oral or written response to 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.		<ul style="list-style-type: none"> • Identify the narrator's point of view • Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view

Winslow Township School District
English Language Arts
Grade 4

Unit 3 Grade 4		
<p>RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text</p>		<ul style="list-style-type: none"> • Link the reading of the text to listening or viewing the same story • Compare what was read to what was visualized and heard • Cite textual evidence to support comparisons
<p>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.</p>		<ul style="list-style-type: none"> • Identify similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature • Analyze how the theme is presented in the text • Analyze the influence of culture on similar themes
<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>		<ul style="list-style-type: none"> • Identify specific strategies for decoding words in texts • Apply the specific strategies for decoding and spelling multisyllabic words
<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension. RF.4.4.A. Read grade-level text with purpose and understanding. RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<ul style="list-style-type: none"> • Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Unit 3 Writing Standards		Unit 3 Writing Critical Knowledge and Skills
<p>W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. W.3.3.C. Use temporal words and phrases to signal event order. W.3.3.D. Provide a sense of closure.</p>		<ul style="list-style-type: none"> • Compose a story hook to engage the reader • Establish the story’s background or situation • Introduce a narrator and/or characters • Purposefully arrange events to make the story flow • Use dialogue and description to develop experiences and events • Show the responses of characters to situations, when appropriate • Use a variety of transitional words and phrases to manage the sequence of events • Use concrete words and phrases to relay story details • Use sensory details to convey experiences and events precisely • 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. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>		<ul style="list-style-type: none"> • Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer’s designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose

Winslow Township School District
English Language Arts
Grade 4

Unit 3 Grade 4	
<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p>	<ul style="list-style-type: none"> • Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
<p>W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<ul style="list-style-type: none"> • Use digital tools • Use technology for producing and publishing writing, and collaborating with others • Demonstrate proficiency in keyboarding skills • Type at least one page in a single setting
<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> • Use strategies for reading literary and informational text to investigate topics • Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events • Explain how an author uses proof to support a point in informational text • Prove each point with evidence from the text • Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
<p>W.4.10. Write routinely over extended time frames (time for research, reflection, 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>	<ul style="list-style-type: none"> • Produce numerous pieces of writing over various time frames • Develop skills in research • Reflect on and revise writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 3 Speaking and Listening Standards	Unit 3 Speaking and Listening Critical Knowledge and Skills
<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p style="color: red;">SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</p> <p>SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</p> <p>SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p>	<ul style="list-style-type: none"> • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)

Winslow Township School District
English Language Arts
Grade 4

Unit 3 Grade 4	
SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).	<ul style="list-style-type: none"> • Identify the key points and supporting details of a text presented orally • Restate the key information from a written text read aloud or information presented in multiple formats
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.	<ul style="list-style-type: none"> • Report on a topic or text, telling a story, or recounting an event in an organized, logical manner • Present information orally and in coherent, spoken sentences • Use an appropriate pace when presenting • Present and logically support personal opinions
SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> • Speak for a variety of purposes • Distinguish between formal and informal discourse • Adapt speech to a variety of contexts and tasks
Unit 3 Language Standards	Unit 3 Language Critical Knowledge and Skills
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.1.E. Form and use prepositional phrases. L.4.1.F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	<ul style="list-style-type: none"> • Recognize the purpose and function of prepositional phrases • Identify prepositions and prepositional phrases when reading • Use prepositional phrases in writing • Identify the components of complete sentences • Consistently write in complete sentences • Distinguish complete sentences, fragments, and run-on sentences • Revise fragments and run-ons to form complete sentences
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.2.C. Use a comma before a coordinating conjunction in a compound sentence. L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.	<ul style="list-style-type: none"> • Identify coordinating conjunctions in sentences • Use a comma before a coordinating conjunction in a compound sentence • Spell grade-appropriate words correctly • Use references as needed to aid in spelling
L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases	<ul style="list-style-type: none"> • Decipher the meanings of words and phrases by using sentence context • Identify the purpose and use of glossaries and dictionaries • Determine the structure of glossaries and dictionaries • Use both print and digital glossaries and dictionaries to define and clarify words
L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.4.5.A. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	<ul style="list-style-type: none"> • Identify similes and metaphors in text • Explain the meaning of simple similes and metaphors • Identify idioms, adages, and proverbs in text • Explain the meaning of common idioms, adages, and proverbs

Winslow Township School District
English Language Arts
Grade 4

Unit 3 Grade 4	
L.4.5.B. Recognize and explain the meaning of common idioms, adages, and proverbs. L.4.5.C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	<ul style="list-style-type: none"> Determine synonyms and antonyms of words to show meaning
L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	<ul style="list-style-type: none"> Use 4th grade vocabulary fluently when discussing academic or domain-specific topics Choose the most accurate word when describing actions, emotions, or states of being Choose the most accurate word when discussing a particular topic Use knowledge of synonyms and antonyms to broaden vocabulary
WIDA English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
WIDA English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
WIDA English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics
WIDA English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
WIDA English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> Class discussions Student participation Teacher observation Self-assessment Verbalization Anecdotal notes Performance based Assessments/Tasks Exit Tickets Intervention Assessments Oral Reading/Running Records Graphic organizers Learning stations Think-pair-share Scoring rubric Benchmark assessments Weekly Assessments Selection and Leveled Readers Quizzes Response to Text Conferences 	<p>Diagnostic Assessments</p> <ul style="list-style-type: none"> Reading Horizons Diagnostic/ Lexile Measurement MP 1,2,4 LinkIt! MP 1,2,4 Guided Reading Benchmark Assessments Kit MP 1,3,4 HMH Adaptive Growth Measure MP 1,3,4 (October/February/Jun) <p>Summative Assessments</p> <ul style="list-style-type: none"> Module Assessments Guided Reading Benchmark Assessments <p>Alternative Assessments</p> <ul style="list-style-type: none"> Inquiry and Research Projects Informative Writing Hands-On Activities

Winslow Township School District
English Language Arts
Grade 4

Unit 3 Grade 4

Enduring Understandings	Essential Questions
1. Traditional stories can teach many lessons about life and the world. (Module 7) 2. Eating healthful and sustainable food is good for our bodies and our world. (Module 8) 3. We must work together to preserve our planet and its natural resources. (Module 9)	1. What lessons can you learn from characters in traditional tales? (Module 7) 2. What can we do to make more healthful choices? (Module 8) 3. What can people do to care for our planet? (Module 9)
District/School Texts and Resources	Aligned Skills & Activities
<p><i>The following texts and resources are utilized in Unit 3:</i></p> <p>Module 7: Tricksters and Tall Tales Houghton Mifflin Harcourt Into Reading Print/Online Resources:</p> <ul style="list-style-type: none"> • Teacher’s Guide (TG) • <i>Week at a Glance</i> <ul style="list-style-type: none"> ○ Week 1: T22-T23 ○ Week 2: T82-T83 ○ Week 3: T138-T139 • Ed Your Friend in Learning https://www.hmho.com/one/login/ <p>Resources for Module 7:</p> <ul style="list-style-type: none"> • Ed Your Friend in Learning (Ed Online)/ Access to all online resources • Teacher’s Guide • Writer’s Workshop Teacher’s Guide • Teacher Resource Book • Teaching Pal (Teacher Text Resource) • myBook (Student Text Resource) • Foundational Skills and Word Study Studio (online resource) • Vocabulary Cards • Anchor Charts • Display and Engage Organizers (Online resource) 	<p>Activities for the following skills are found in the corresponding texts and resources:</p> <p>Module 7: Tricksters and Tall Tales Learning Mindset: Self-Reflection</p> <p><u>Building Knowledge and Language:</u></p> <ul style="list-style-type: none"> • Access Prior Knowledge/Build Background • Vocabulary <ul style="list-style-type: none"> ○ Big Idea Words (<i>trickster, shrewd, exaggeration, legendary</i>) • Multimedia <ul style="list-style-type: none"> ○ Active Listening and Viewing: <ul style="list-style-type: none"> ➤ Get Curious Video: <i>A Poor Defenseless Wolf</i> <p><u>Foundational Skills</u></p> <ul style="list-style-type: none"> • Decoding <ul style="list-style-type: none"> ○ Suffixes <i>-ful, -less, -ness, -ment</i> in multisyllabic words ○ Multisyllabic Words with VCCV Syllable Division Pattern ○ Words with VCV Syllable Division Pattern • Spelling <ul style="list-style-type: none"> ○ Suffixes <i>-ful, -less, -ness, -ment</i> ○ Words with VCCV Pattern and Closed Syllables ○ Words with VCV Pattern, Open or Closed Syllables • Fluency <ul style="list-style-type: none"> ○ Accuracy and Self Correction

Winslow Township School District
English Language Arts
Grade 4

Unit 3 Grade 4

- Get Curious Videos (Online resource)
- Rigby Readers with matching Take and Teach Lessons
- Table Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writer’s Notebook

- Expression
- Reading Rate

Reading Workshop & Vocabulary

- **Academic Vocabulary**
 - Critical Vocabulary
 - Instructional Vocabulary
- **Generative Vocabulary**
 - Suffixes (-ion, -ity, -ty)
 - Prefixes (mis-, pre-, dis-)
- **Vocabulary Strategy**
 - Reference Sources
 - Analogies
- **Multiple Genres**
 - Genre Focus-Traditional Stories
 - Informational Text
 - Tall Tale
 - Folktale
 - Fable/Trickster Tale
 - Legend and Video
- **Comprehension/Metacognitive Skills**
 - Retell
 - Synthesize
 - Make and Confirm Predictions
- **Literary Elements/Author’s Purpose and Craft**
 - Figurative Language
 - Characters
 - Adages and Proverbs
 - Central Idea
 - Theme
 - Text and Graphic Features
 - Media Techniques
- **Response to Text**
 - Write a Blog Post

Winslow Township School District
English Language Arts
Grade 4

Unit 3 Grade 4

- Write a Review
- Write a Compare/Contrast Paragraph
- Write a Legend
- **Performance Task**
 - Write a Trickster Tale
- **Communication**
 - Speaking and Listening: Give a Presentation
 - Speaking and Listening: Engage in Discussion
 - Media Literacy: Interpret/Analyze Media

Writing Workshop

- **Writing Form**
 - Imaginative Story
- **Writing Process (Narrative)**
 - Plan and Generate Ideas
 - Organize
 - Draft
 - Revise and Edit
 - Publish and Present
- **Grammar/Conventions**
 - Relative Pronouns and Adverbs
 - Abbreviations
 - Comparative and Superlative Adjectives and Adverbs

Module 8: Food for Thought

Learning Mindset: Planning ahead

Building Knowledge and Language:

- **Access Prior Knowledge/Build Background**
- **Vocabulary**
 - Big Idea Words (*digest, sustainable, nutrition, compost*)
- **Multimedia**
 - **Active Listening and Viewing:**

Module 8: Food for Thought

Houghton Mifflin Harcourt Into Reading Print/Online Resources:

- Teacher's Guide (TG)
- *Week at a Glance*
 - Week 1: T212-T213
 - Week 2: T272-T273
 - Week 3: T328-T329
- Ed Your Friend in Learning <https://www.hmho.com/one/login/>

Resources for Module 8:

Winslow Township School District
English Language Arts
Grade 4

Unit 3 Grade 4

- Ed Your Friend in Learning (Ed Online)/ Access to all online resources
- Teacher’s Guide
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (Teacher Text Resource)
- myBook (Student Text Resource)
- Foundational Skills and Word Study Studio (online resource)
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (Online resource)
- Get Curious Videos (Online resource)
- Rigby Readers with matching Take and Teach Lessons
- Table Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writer’s Notebook

➤ Get Curious Video: *Cupcake vs. Apples*

Foundational Skills

- **Decoding**
 - Suffixes *-ful, -less, -ness, -ment* in multisyllabic words
 - Multisyllabic Words with VCCV Syllable Division Pattern
 - Words with VCV Syllable Division Pattern
- **Spelling**
 - Suffixes *-ful, -less, -ness, -ment*
 - Words with VCCV Pattern and Closed Syllables
 - Words with VCV Pattern, Open or Closed Syllables
- **Fluency**
 - Accuracy and Self Correction
 - Expression
 - Reading Rate

Reading Workshop & Vocabulary

- **Academic Vocabulary**
 - Critical Vocabulary
 - Instructional Vocabulary
- **Generative Vocabulary**
 - Latin Root *port, dict*
 - Prefixes (*sub-, fore-*)
- **Vocabulary Strategy**
 - Context Clues
 - Analogies
 - Multiple Genres
 - Genre Focus-Informational/Argumentative Text
 - Video
 - Realistic Fiction
- **Comprehension/Metacognitive Skills**
 - Monitor and Clarify
 - Ask and Answer Questions

Winslow Township School District
English Language Arts
Grade 4

Unit 3 Grade 4

- Make and Confirm Predications
 - **Literary Elements/Author’s Purpose and Craft**
 - Text and Graphic Features
 - Author’s Purpose
 - Ideas and Support
 - Central Idea
 - Point of View
 - Idioms
 - Media Techniques
 - **Response to Text**
 - Write a Blog Post
 - Write a Review
 - Write a Compare/Contrast Paragraph
 - Write a Legend
 - **Performance Task**
 - Write a Trickster Tale
 - **Communication**
 - Speaking and Listening: Give a Presentation
 - Speaking and Listening: Engage in Discussion
 - Media Literacy: Interpret/Analyze Media
- Writing Workshop**
- **Writing Form**
 - Imaginative Story
 - **Writing Process (Narrative)**
 - Plan and Generate Ideas
 - Organize
 - Draft
 - Revise and Edit
 - Publish and Present
 - **Grammar/Conventions**
 - Relative Pronouns and Adverbs
 - Abbreviations

Winslow Township School District
English Language Arts
Grade 4

Unit 3 Grade 4

Module 9: Global Guardians

Houghton Mifflin Harcourt Into Reading Print/Online Resources:

- Teacher’s Guide (TG)
- *Week at a Glance*
 - Week 1: T22-T23
 - Week 2: T82-T83
 - Week 3: T138-T139
- Ed Your Friend in Learning <https://www.hmho.com/one/login/>

Resources for Module 9:

- Ed Your Friend in Learning (Ed Online)/ Access to all online resources
- Teacher’s Guide
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (Teacher Text Resource)
- myBook (Student Text Resource)
- Foundational Skills and Word Study Studio (online resource)
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (Online resource)
- Get Curious Videos (Online resource)
- Rigby Readers with matching Take and Teach Lessons
- Table Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writer’s Notebook

- Comparative and Superlative Adjectives and Adverbs

Module 9: Global Guardians

Learning Mindset: Grit

Building Knowledge and Language:

- **Access Prior Knowledge/Build Background**
- **Vocabulary**
 - Big Idea Words (*ecology, recycle, conservation, sanctuary*)
- **Multimedia**
 - **Active Listening and Viewing:**
 - Get Curious Video: *Young Guardians*

Foundational Skills

- **Decoding**
 - Words with VV Syllable Division Pattern
 - Final Syllable (r- controlled vowel) Final Schwa + /r/ Sound
 - Final Stable Syllables
- **Spelling**
 - Words with VV Syllable Division Pattern
 - Final Schwa + /r/ Sound
 - Final Schwa + /i/ Sound
- **Fluency**
 - Phrasing
 - Expression
 - Reading Rate

Reading Workshop & Vocabulary

- **Academic Vocabulary**
 - Critical Vocabulary
 - Instructional Vocabulary
- **Generative Vocabulary**
 - Suffixes (*-able, -ible, -ful, -ous, -less, -en, ic*)
- **Vocabulary Strategy**
 - Synonyms and Antonyms

Winslow Township School District
English Language Arts
Grade 4

Unit 3 Grade 4

- Context Clues
- **Multiple Genres**
 - Genre Focus-Persuasive Text
 - Letters
 - Graphic Novel
 - Realistic Fiction and Informational Video
 - Informational/Argumentative Text
 - Biography
- **Comprehension/Metacognitive Skills**
 - Make Inferences
 - Retell/Summarize
 - Ask and Answer Questions
- **Literary Elements/Author's Purpose and Craft**
 - Text and Graphic Features
 - Author's Craft
 - Ideas and Support
 - Theme
 - Figurative Language
 - Idioms
 - Text Structure
- **Response to Text**
 - Write a Journal Entry
 - Write an Advertisement
 - Write a Skit
 - Write a Speech
- **Performance Task**
 - Write a Speech
- **Communication**
 - Speaking and Listening: Work Collaboratively
 - Research: Organize and Evaluate Information
 - Research: Paraphrase/Cite Sources

[Writing Workshop](#)

**Winslow Township School District
English Language Arts
Grade 4**

Unit 3 Grade 4

Additional Amistad and Holocaust Resources:

- <https://nj.gov/education/amistad/resources/literacy.pdf>
- <https://www.nj.gov/education/holocaust/911/additional/K5.pdf>
- <https://nj.gov/education/holocaust/curriculum/UniversalK-5.pdf>
- https://nj.gov/education/holocaust/downloads/curriculum/caring_makes_a_difference_K-4_%20curriculum_guide.pdf

- **Writing Form**
 - Research Report
- **Writing Process (Informational Text)**
 - Plan and Generate Ideas
 - Organize
 - Draft
 - Revise and Edit
 - Publish and Present
- **Grammar/Conventions**
 - Proper Mechanics
 - Making Comparisons
 - Possessive Pronouns

Amistad and Holocaust

Module 9: Week 1 Luz Sees the Light

- activities found in *The Amistad Commission’s Literacy Components for Primary Grades* (NJDOE)
- activities found in *Universal Design for Learning – Teaching About the Holocaust/Genocide, Prejudice & Bullying Using UDL* (NJDOE)
- activities found in *Caring Makes a Difference* (NJDOE)

District/School Supplementary Resources

Tween Tribune: <https://www.tweentribune.com/>
 newsela: <https://newsela>
 Dogo News: <https://www.dogonews.com/>
 ABCya: <https://www.abcya.com>
 Actively Learn: <https://www.activelylearn.com>

Read Works: <https://www.readworks.org/>
 Freckle: <https://www.freckle.com/ela>
 Quill: <https://www.quill.org/>
 Brainpop: <https://brainpop.com>
 Diversity, Equity & Inclusion Educational Resources
<https://www.nj.gov/education/standards/dei/>

**Winslow Township School District
English Language Arts
Grade 4**

Unit 3 Grade 4

District/School Writing Tasks

Primary Focus

- **Module 7:** Narrative
Imaginative Story
- **Module 8:** Argument
Opinion Essay
- **Module 9:** Informational Text
Research Report

District Requirement: Complete one process piece for Unit/MP 3 for district writing portfolio.

State Requirement: Complete at least one piece of narrative, literary analysis, and routine writing.

Secondary Focus

- **Literary Analysis**
- Response to Text
- Inquiry & Research Projects

Routine Writing

- Response to Text
 - myBook
 - Writing Prompts
- Literacy Centers
 - Listening and Reading Logs
 - Annotate the Text
 - Response Journal
 - Inquiry and Research Projects

Instructional Best Practices and Exemplars

Instructional Best Practices

- | | |
|---|---|
| <ul style="list-style-type: none"> ● Identifying similarities and differences ● Summarizing and note taking ● Reinforcing effort and providing recognition ● Homework and practice ● Nonlinguistic representations | <ul style="list-style-type: none"> ● Cooperative learning ● Setting objectives and providing feedback ● Generating and testing hypotheses ● Cues, questions, and advance organizers ● Manage response rates ● Use data to drive instruction |
|---|---|

Exemplars

- <https://www.readingrockets.org/strategies#skill1042>
- <http://www.readwritethink.org/>
- <https://www.noredink.com/>
- <https://eeducation.org>

Winslow Township School District
English Language Arts
Grade 4

Unit 3 Grade 4

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

- 9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- 9.4.5.CI.3: Participate in brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.DC.1: Explain the need for and use of copyrights.
- 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Winslow Township School District
English Language Arts
Grade 4

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts
- Modeling and guided practice
- Targeted phonics practice
- Targeted Phonological Awareness Instruction
- Scaffolding strategies
- Shortened assignments
- Extend time as needed
- Read directions aloud
- Repeat, rephrase and clarify directions
- Provide graphic organizers
- Verbalize before writing
- Provide sentence starters
- Use technology i.e. Chromebooks and iPads
- Provide consistent structured routine
- Provide simple and clear classroom rules
- Provide frequent feedback
- Provide support staff as needed
- Assist w/ organization
- Recognize success
- Modify testing format
- Provide alternative assessment

Modifications for At Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards.

Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of technology i.e. Chromebooks and iPads
- Emphasize/highlight key concepts
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes
- Graphic organizers
- Sentence Starters
- Targeted phonics practice
- Targeted Phonological Awareness Instruction

Winslow Township School District
English Language Arts
Grade 4

English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p>WIDA Can Do Descriptors: <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <p>Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> ● Use of bilingual dictionaries ● Personal dictionary ● Word wall ● Manipulatives ● Pictures, photographs ● Modeling and guided practice ● Sentence starters ● Response frames ● Adapted text/ Leveled Readers ● Repeated reading ● Graphic organizers ● Background knowledge experience ● Vocabulary (cognates) exposure ● Fluency strategies ● Targeted phonics practice ● Additional SIOP Strategies as described in the following book: <ul style="list-style-type: none"> ○ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i> ○ <i>99 Activities for Teaching English Language Arts to English Language Learners</i> 	<p>Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:</p> <ul style="list-style-type: none"> ● Require higher order thinking, communication, and leadership skills ● Differentiate content, process, or product according to student's readiness, interests, and/or learning styles ● Provide higher level texts ● Expand use of open-ended, abstract questions ● Require critical and creative thinking activities with emphasis on research and in-depth study ● Provide Enrichment Activities/Project-Based Learning/ Independent Study <p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> ● Gifted Programming Standards ● Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy ● REVISED Bloom's Taxonomy Action Verbs

**Winslow Township School District
English Language Arts
Grade 4**

Interdisciplinary Connections

Mathematics:

NJSLS 4.MD.A.1: Know relative sizes of measurement units within one system of units including km, m, cm. mm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. (Module 8, Week 1)

Science:

NJSLS 4-ESS3-1: Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. (Module 7, Week 1)

NJSLS 4-ESS3-2: Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.* (Module 9, Week 2)

Social Studies:

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives. (Module 8, Week 2)

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. (Module 8, Week 2)

Arts:

1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society. (Module 8, Week 2)

Integration of Computer Science and Design Thinking NJSLS 8

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

8.1.5.CS.1: Model how computing devices connect to other components to form a system.

8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.

8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

Unit 4 Grade 4

Unit 4 Reading Standards

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.

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.

Unit 4 Reading Critical Knowledge and Skills

- Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text

Winslow Township School District
English Language Arts
Grade 4

Unit 4 Grade 4

Unit 4 Grade 4		
		<ul style="list-style-type: none"> Refer to the text when drawing conclusions as well as when answering directly stated questions
RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> Identify the key details of a text that support the main idea Analyze the actions and thoughts of characters or speakers in texts, looking for patterns Determine the theme or main idea of the text Summarize the key points of a text Explain how the author supports main ideas in informational text with key details
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 .	RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	<ul style="list-style-type: none"> Determine the meaning of words and phrases in a text Identify words that allude to significant characters (i.e.: Herculean) Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) Identify metaphors and similes
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.	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.	RL.4.5: <ul style="list-style-type: none"> Explain the differences between poems, drama, and prose Explain how structural elements are used to create an oral or written response to a text
		RI.4.5: <ul style="list-style-type: none"> Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)
RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	RL.4.6: <ul style="list-style-type: none"> Identify the narrator’s point of view Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view
		RI.4.6: <ul style="list-style-type: none"> Identify similarities and differences between firsthand and secondhand accounts Explain how the point of view impacts the delivery of information in the text
*RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.	*RI.4.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.	<ul style="list-style-type: none"> Read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts Read texts with scaffolding as needed
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.		<ul style="list-style-type: none"> Identify specific strategies for decoding words in texts Apply the specific strategies for decoding and spelling multisyllabic words

Winslow Township School District
English Language Arts
Grade 4

Unit 4 Grade 4	
RF.4.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	
RF.4.4. Read with sufficient accuracy and fluency to support comprehension. RF.4.4.A. Read grade-level text with purpose and understanding. RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> • Use various strategies to understand text and read with purpose • Accurately read grade-level poetry and prose aloud • Use an appropriate rate and expression when reading aloud • Use various strategies to support word recognition and understanding • Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Unit 4 Writing Standards	Unit 4 Writing Critical Knowledge and Skills
W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.4.2.A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. W.4.2.B. Develop the topic with facts, definitions, concrete details, text evidence , or other information and examples related to the topic. W.4.2.C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). W.4.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic. W.4.2.E. Provide a conclusion related to the information or explanation presented.	<ul style="list-style-type: none"> • Introduce a topic clearly • Compose a clear thesis statement • Group related information in paragraphs and sections • Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate • Purposefully select information to develop the topic • Link ideas within paragraphs and sections of information using words and phrases • Use transitional words and phrases • Select specific language and vocabulary to convey ideas and information • Provide a conclusion related to the information or explanation presented
W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	<ul style="list-style-type: none"> • Produce writing that is clear and understandable to the reader • Unpack writing tasks (type of writing assignment) • Unpack writing purpose (the writer’s designated reason for writing) • Focus the organization and development of a topic to reflect the task and purpose
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)	<ul style="list-style-type: none"> • Practice revising and editing skills • Change word choice and sentence structure in writing to strengthen the piece • Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing • Recognize spelling, grammar, and punctuation errors • Employ strategies for correcting errors with assistance (conferences, check sheets, peer 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	<ul style="list-style-type: none"> • Use digital tools • Use technology for producing and publishing writing, and collaborating with others

Winslow Township School District
English Language Arts
Grade 4

Unit 4 Grade 4	
with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	<ul style="list-style-type: none"> • Demonstrate proficiency in keyboarding skills • Type at least one page in a single setting
W.4.7 (Choice). Conduct short research projects that build knowledge through investigation of different aspects of a topic.	<ul style="list-style-type: none"> • Research a topic through investigation of the topic • Explore a topic in greater detail by developing a research question that helps bring focus to the topic • Gather information to support a topic • Select relevant information from texts to support main ideas or claims • Group like ideas to organize writing
W.4.8 (Choice). 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.	<ul style="list-style-type: none"> • Research information from print and digital sources • Integrate information from personal experience • Take notes and organize their information into categories • List the sources used
W.4.9 (Choice). Draw evidence from literary or informational texts to support analysis, reflection, and research.	<ul style="list-style-type: none"> • Use strategies for reading literary and informational text to investigate topics • Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events • Explain how an author uses proof to support a point in informational text • Prove each point with evidence from the text • Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
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.	<ul style="list-style-type: none"> • Produce numerous pieces of writing over various time frames • Develop skills in research • Reflect on and revise writing • Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 4 Speaking and Listening Standards	Unit 4 Speaking and Listening Critical Knowledge and Skills
<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</p> <p>SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</p> <p>SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p>	<ul style="list-style-type: none"> • Use previous knowledge to expand discussions about a topic • Engage in conversations about grade-appropriate topics and texts • Participate in a variety of rich, structured conversations • Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer • Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)

Winslow Township School District
English Language Arts
Grade 4

Unit 4 Grade 4	
SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<ul style="list-style-type: none"> Integrate audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes
SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> Speak for a variety of purposes Distinguish between formal and informal discourse Adapt speech to a variety of contexts and tasks
Unit 4 Language Standards	Unit 4 Language Critical Knowledge and Skills
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.1.G. Correctly use frequently confused words (e.g., to, too, two; there, their).*	<ul style="list-style-type: none"> Identify words that are frequently confused when reading Use frequently confused words correctly in writing
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.	<ul style="list-style-type: none"> Spell grade-appropriate words correctly Use references as needed to aid in spelling
L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L.4.4.B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>) L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.	<ul style="list-style-type: none"> Decipher the meanings of words and phrases by using sentence context Determine the meaning of commonly used prefixes and suffixes Separate a base word from the prefix or suffix Use the definition of known prefixes and suffixes to define new words Identify root words in unknown words Use known root words to aid in defining unknown words Identify the purpose and use of glossaries and dictionaries Determine the structure of glossaries and dictionaries Use both print and digital glossaries and dictionaries to define and clarify words
L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	<ul style="list-style-type: none"> Use 4th grade vocabulary fluently when discussing academic or domain-specific topics Choose the most accurate word when describing actions, emotions, or states of being Choose the most accurate word when discussing a particular topic Use knowledge of synonyms and antonyms to broaden vocabulary
WIDA English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
WIDA English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
WIDA English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
WIDA English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

**Winslow Township School District
English Language Arts
Grade 4**

Unit 4 Grade 4

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> • Class discussions • Student participation • Teacher observation • Self-assessment • Verbalization • Anecdotal notes • Performance based Assessments/Tasks • Exit Tickets • Intervention Assessments • Oral Reading/Running Records • Graphic organizers • Learning stations • Think-pair-share • Scoring rubric • Benchmark assessments • Weekly Assessments • Selection and Leveled Readers Quizzes • Response to Text • Conferences 	<p>Diagnostic Assessments</p> <ul style="list-style-type: none"> • Reading Horizons Diagnostic/ Lexile Measurement MP 1,2,4 • LinkIt! MP 1,2,4 • Guided Reading Benchmark Assessments Kit MP 1,3,4 • HMH Adaptive Growth Measure MP 1,3,4 (October/February/Jun) <p>Summative Assessments</p> <ul style="list-style-type: none"> • Module Assessments • Guided Reading Benchmark Assessments <p>Alternative Assessments</p> <ul style="list-style-type: none"> • Inquiry and Research Projects • Informative Writing • Hands-On Activities
Enduring Understandings	Essential Questions
<ol style="list-style-type: none"> 1. People have always found a way to communicate. (Module 10) 2. The characteristics of informational text include facts and additional features that help readers learn new information. (Module 11) 3. Realistic fiction resembles real life with fictional characters and events. (Module 12) 	<ol style="list-style-type: none"> 1. What forms can communication take? (Module 10) 2. What are the characteristics of informational text? (Module 11) 3. What are the characteristics of realistic fiction? (Module 12)
District/School Texts and Resources	Aligned Skills & Activities

Winslow Township School District
English Language Arts
Grade 4

Unit 4 Grade 4

The following texts and resources are utilized in Unit 4:

Module 10: Communication Nation

Houghton Mifflin Harcourt Into Reading Print/Online Resources:

- Teacher’s Guide (TG)
- Week at a Glance
 - Week 1: T212-T213
 - Week 2: T272-T273
 - Week 3: T328-T329
- Ed Your Friend in Learning <https://www.hmho.com/one/login/>

Resources for Module 10:

- Ed Your Friend in Learning (Ed Online)/ Access to all online resources
- Teacher’s Guide
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (Teacher Text Resource)
- myBook (Student Text Resource)
- Foundational Skills and Word Study Studio (online resource)
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (Online resource)
- Get Curious Videos (Online resource)
- Rigby Readers with matching Take and Teach Lessons
- Table Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writer’s Notebook

Activities for the following skills are found in the corresponding texts and resources:

Module 10: Communication Nation

Learning Mindset: Problem Solving

Building Knowledge and Language:

- **Access Prior Knowledge/Build Background**
- **Vocabulary**
 - Big Idea Words (*broadcast, publication, blog, correspond*)
- **Multimedia**
 - **Active Listening and Viewing:**
 - Get Curious Video: *Born to Communicate*

Foundational Skills

- **Decoding**
 - Words with Short Consonants
 - Multisyllabic Words
 - Decoding Unusual Spelling Patterns
- **Spelling**
 - Three-Syllable Words
 - Words with Silent Consonants
 - Prefixes
- **Fluency**
 - Accuracy and Self Correction
 - Intonation
 - Reading Rate

Reading Workshop & Vocabulary

- **Academic Vocabulary**
 - Critical Vocabulary
 - Instructional Vocabulary
- **Generative Vocabulary**
 - Latin Roots *tele, port, graph*
 - Prefixes (*il-, ir-, in-, im-*)
- **Vocabulary Strategy**

Winslow Township School District
English Language Arts
Grade 4

Unit 4 Grade 4

- Reference Sources
- Synonyms and Antonyms
- **Multiple Genres**
 - Genre Focus-Informational Text
 - Informational Text
 - Narrative Nonfiction
 - Informational Video
 - Realistic Fiction
- **Comprehension/Metacognitive Skills**
 - Monitor and Clarify
 - Ask and Answer Questions
 - Make Inferences
- **Literary Elements/Author's Purpose and Craft**
 - Text Structure
 - Plot
 - Point of View
 - Author's Craft
 - Central Idea
 - Text and Graphic Features
 - Media Techniques
- **Response to Text**
 - Write an Advertisement
 - Write a Summary
 - Write a Fantasy Story
 - Write a Sequel
- **Performance Task**
 - Write an Informative Article
- **Communication**
 - Research: Plan and Gather Information
 - Media Literacy: Interpret/Analyze Media
 - Speaking and Listening: Give a Presentation

Winslow Township School District
English Language Arts
Grade 4

Unit 4 Grade 4

Writing Workshop

- **Writing Form**
 - Expository Essay
- **Writing Process (Informational Text)**
 - Plan and Generate Ideas
 - Organize
 - Draft
 - Revise and Edit
 - Publish and Present
- **Grammar/Conventions**
 - Correct Pronouns
 - Pronoun Contractions
 - Frequently Misspelled Words

Module 11: Genre Study: Nonfiction

Learning Mindset: Ways of thinking help me learn and succeed (**Problem Solving**)

Foundational Skills

- **Decoding**
 - Decoding Homophones Using Context to Determine Meaning
 - Decoding Multisyllabic Words with Affixes
 - Recognize Root Words
- **Spelling**
 - Unusual Spellings
 - Review Adding Inflectional Endings
 - Review Adding Prefixes and Suffixes
- **Fluency**
 - Accuracy and Self Correction
 - Phrasing
 - Reading Rate

Reading Workshop

- Text Structure
- Text and Graphic Features
- Central Idea

Module 11: Genre Study: Nonfiction

Houghton Mifflin Harcourt Into Reading Print/Online Resources:

- Teacher's Guide (TG)
- Week at a Glance
 - Week 1: T6-T7
 - Week 2: T26-T27
 - Week 3: T46-T47
- Ed Your Friend in Learning <https://www.hmho.com/one/login/>

Resources for Module 11:

- Ed Your Friend in Learning (Ed Online)/ Access to all online resources
- Teacher's Guide
- Writer's Workshop Teacher's Guide
- Teacher Resource Book
- Teaching Pal (Teacher Text Resource)
- myBook (Student Text Resource)
- Foundational Skills and Word Study Studio (online resource)
- Vocabulary Cards
- Anchor Charts

Winslow Township School District
English Language Arts
Grade 4

Unit 4 Grade 4

- Display and Engage Organizers (Online resource)
- Get Curious Videos (Online resource)
- Rigby Readers with matching Take and Teach Lessons
- Table Minilessons
- Printables
- Know It, Show It (printable)
- Focal Texts (Writer’s Workshop)
- Writer’s Notebook

Module 12: Genre Study: Fiction

Houghton Mifflin Harcourt Into Reading Print/Online Resources:

- Teacher’s Guide (TG)
- Week at a Glance
 - Week 1: T70-T71
 - Week 2: T90-T91

- Ideas and Support
- Text Structure
- Author’s Craft
- Point of View

Writing Workshop

- **Writing Form**
 - Poetry Writing
- **Writing Process**
 - Plan and Generate Ideas
 - Organize
 - Draft
 - Revise and Edit
 - Publish and Present
- **Grammar/Conventions**
 - Review Proper Nouns
 - Review Negatives
 - Review Kinds of Sentences
 - Review Quotations
 - Review Parts of a Sentence
 - Review Fragments and Run-on Sentences
 - Review Verbs
 - Review Verb Tenses
 - Review Possessive Nouns
 - Review Compound and Complex Sentences
 - Review Progressive Verb Tenses
 - Review Frequently Confused Words
 - Review Pronouns
 - Review Correct Pronouns
 - Review Punctuation

Module 12: Genre Study: Fiction

Learning Mindset: Ways of thinking help me learn and succeed (**Problem Solving**)

Foundational Skills

- **Decoding**
 - Decoding Review Syllable Division Patterns

Winslow Township School District
English Language Arts
Grade 4

Unit 4 Grade 4

○ Week 3: T110-T111

- Ed Your Friend in Learning <https://www.hmho.com/one/login/>

Resources for Module 12:

- Ed Your Friend In Learning (Ed Online)/ Access to all online resources
- Teacher’s Guide
- Writer’s Workshop Teacher’s Guide
- Teacher Resource Book
- Teaching Pal (Teacher Text Resource)
- myBook (Student Text Resource)
- Foundational Skills and Word Study Studio (online resource)
- Vocabulary Cards
- Anchor Charts
- Display and Engage Organizers (Online resource)
- Get Curious Videos (Online resource)
- Rigby Readers with matching Take and Teach Lessons
- Table Minilessons

- Decoding Compound Words
- Decoding Multisyllabic Words

● **Spelling**

- Review Syllable Division Patterns
- Compound Words
- Review Affixes and Roots
- Review Syllable Types

● **Fluency**

- Expression
- Intonation
- Phrasing

Reading Workshop

- Point of View
- Plot
- Characters
- Theme
- Literary Elements
- Figurative Language
- Author’s Craft
- Setting

Writing Workshop

● **Writing Form**

- Argument Writing

● **Writing Process**

- Plan and Generate Ideas
- Organize
- Draft
- Revise and Edit
- Publish and Present

● **Grammar/Conventions**

- Review Modal Auxiliaries

**Winslow Township School District
English Language Arts
Grade 4**

Unit 4 Grade 4

Amistad and Holocaust:

- <https://nj.gov/education/amistad/resources/literacy.pdf>
- <https://www.nj.gov/education/holocaust/911/additional/K5.pdf>
- <https://nj.gov/education/holocaust/curriculum/UniversalK-5.pdf>
- https://nj.gov/education/holocaust/downloads/curriculum/caring_makes_a_difference_K-4_%20curriculum_guide.pdf

- Review Participles
- Review Adverbs
- Review Prepositions and Prepositional Phrases
- Review Irregular Verbs
- Review Abbreviations
- Review Relative Pronouns
- Review Adverbs
- Review Adjectives
- Review Comparative and Superlative Adverbs and Adjectives
- Review Commas
- Review Proper Mechanics
- Review Making Comparisons
- Review Possessive Pronouns
- Review Pronouns Contractions

Amistad and Holocaust Activities:

Module 10: Week 3 Cooper’s Lesson

- activities found in *The Amistad Commission’s Literacy Components for Primary Grades* (NJDOE)
- activities found in *Universal Design for Learning – Teaching About the Holocaust/Genocide, Prejudice & Bullying Using UDL* (NJDOE)
- activities found in *Caring Makes a Difference* (NJDOE)

District/School Supplementary Resources

Tween Tribune: <https://www.tweentribune.com/>
 newsela: <https://newsela>.
 Dogo News: <https://www.dogonews.com/>
 ABCya: <https://www.abcya.com>
 Actively Learn: <https://www.activelylearn.com>

Read Works: <https://www.readworks.org/>
 Freckle://www.freckle.com/ela
 Quill: <https://www.quill.org/>
 Brainpop: <https://brainpop.com>
 Diversity, Equity & Inclusion Educational Resources
<https://www.nj.gov/education/standards/dei/>

Winslow Township School District
English Language Arts
Grade 4

Unit 4 Grade 4

District/School Writing Tasks

<p>Primary Focus</p> <ul style="list-style-type: none"> ● Module 10: Informational Text <i>Expository Essay</i> ● Module 11: Creative Writing <i>Poem</i> ● Module 12: Creative Writing <i>Poem</i> <p>District Requirement: Complete one process piece for Unit/MP 4 for district writing portfolio.</p> <p>State Requirement: Complete at least one piece of research, informative, explanatory, and routine writing.</p>	<p>Secondary Focus</p> <ul style="list-style-type: none"> ● <i>Response to Text</i> ● <i>Inquiry & Research Projects</i> 	<p>Routine Writing</p> <ul style="list-style-type: none"> ● Response to Text <ul style="list-style-type: none"> ○ myBook ○ Writing Prompts ● Literacy Centers <ul style="list-style-type: none"> ○ Listening and Reading Logs ○ Annotate the Text ○ Response Journal ○ Inquiry and Research Projects
--	---	---

Instructional Best Practices and Exemplars

<p style="text-align: center;">Instructional Best Practices</p> <ul style="list-style-type: none"> ● Identifying similarities and differences ● Summarizing and note taking ● Reinforcing effort and providing recognition ● Homework and practice ● Nonlinguistic representations 	<ul style="list-style-type: none"> ● Cooperative learning ● Setting objectives and providing feedback ● Generating and testing hypotheses ● Cues, questions, and advance organizers ● Manage response rates ● Use data to drive instruction 	<p style="text-align: center;">Exemplars</p> <ul style="list-style-type: none"> ● https://www.readingrockets.org/strategies#skill1042 ● http://www.readwritethink.org/ ● https://www.noredink.com/ ● https://elearning.org
--	---	--

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

Winslow Township School District
English Language Arts
Grade 4

Unit 4 Grade 4

- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 9.4.5.DC.6: Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
- 9.4.5.DC.8: Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).
- 9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
- 9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
- 9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
- 9.4.5.IML.7: Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).
- 9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
- 9.4.5.TL.5: Collaborate digitally to produce an artifact (e.g., 1.2.5.CR1d).

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts
- Modeling and guided practice
- Targeted phonics practice
- Targeted Phonological Awareness Instruction
- Provide graphic organizers
- Verbalize before writing
- Provide sentence starters
- Use technology i.e. Chromebooks and iPads
- Provide consistent structured routine
- Provide simple and clear classroom rules
- Provide frequent feedback

Winslow Township School District
English Language Arts
Grade 4

Unit 4 Grade 4

- | | |
|--|---|
| <ul style="list-style-type: none"> ○ Scaffolding strategies ○ Shortened assignments ○ Extend time as needed ○ Read directions aloud ○ Repeat, rephrase and clarify directions | <ul style="list-style-type: none"> ○ Provide support staff as needed ○ Assist w/ organization ○ Recognize success ○ Modify testing format ○ Provide alternative assessment |
|--|---|

Modifications for At Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards.

Modifications/accommodations may include:

- | | |
|---|--|
| <ul style="list-style-type: none"> ○ Small group instruction ○ Audio books ○ Text-to-speech platforms ○ Leveled texts ○ Extended time as needed ○ Read directions aloud | <ul style="list-style-type: none"> ○ Emphasize/highlight key concepts ○ Provide timelines for work completion ○ Break down multi-step tasks into smaller chunks ○ Provide copy of class notes ○ Graphic organizers ○ Sentence Starters |
| <ul style="list-style-type: none"> ○ Assist with organization ○ Use of technology i.e. Chromebooks and iPads | <ul style="list-style-type: none"> ○ Targeted phonics practice ○ Targeted Phonological Awareness Instruction |

English Language Learners

All WIDA Can Do Descriptors can be found at this link:
<https://wida.wisc.edu/teach/can-do/descriptors>

WIDA Can Do Descriptors:

- Listening Speaking Reading Writing Oral Language
- Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:
- Use of bilingual dictionaries
 - Personal dictionary
 - Word wall
 - Manipulatives
 - Pictures, photographs
 - Modeling and guided practice

Modifications for Gifted Students

Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:

- Require higher order thinking, communication, and leadership skills
- Differentiate content, process, or product according to student's readiness, interests, and/or learning styles
- Provide higher level texts
- Expand use of open-ended, abstract questions
- Require critical and creative thinking activities with emphasis on research and in-depth study

Winslow Township School District
English Language Arts
Grade 4

Unit 4 Grade 4

- Sentence starters
- Response frames
- Adapted text/ Leveled Readers
- Repeated reading
- Graphic organizers
- Background knowledge experience
- Vocabulary (cognates) exposure
- Fluency strategies
- Targeted phonics practice
- Additional SIOP Strategies as described in the following book:
 - *Making Content Comprehensible for English Language Learners: The SIOP Model*
 - *99 Activities for Teaching English Language Arts to English Language Learners*

- Provide Enrichment Activities/Project-Based Learning/ Independent Study

Additional strategies may be located at the following links:

- [Gifted Programming Standards](#)
- [Webb’s Depth of Knowledge Levels and/or Revised Bloom’s Taxonomy](#)
- [REVISED Bloom’s Taxonomy Action Verbs](#)

Interdisciplinary Connections

Science:

NJSLS 4-PS3-2: Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. (Module 10, Week 1)

Social Studies:

NJSLS 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges. (Module 10, Week 1; Module 10, Week 2)

NJSLS 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. (Module 10, Week 3)

NJSLS 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make. (Module 11, Week 2)

NJSLS 6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations (Module 11, Week 2)

NJSLS 6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world. (Modules 10, 11, and 12)

Art:

1.5.5.Cn11a: Communicate how art is used to inform the values, beliefs and culture of an individual or society. (Module 10, Week 2; Mod

1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.

Integration of Computer Science and Design Thinking NJSLS 8

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include:

Winslow Township School District
English Language Arts
Grade 4

Unit 4 Grade 4

Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.

8.1.5.CS.1: Model how computing devices connect to other components to form a system.

8.1.5.CS.2: Model how computer software and hardware work together as a system to accomplish tasks.

8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.