

Quinton Township School District
English Language Arts
Grade 4

Pacing Chart/Curriculum MAP

Key: **Careers** **Technology** **Interdisciplinary Studies**

Unit:	1	Unit Title:	Responding to Others	Pacing:	30 Days
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Unit Summary: Throughout this unit, students explore how people and nature impact lives. Students read informational text to explain how diagrams, graphs, and headings contribute to understanding and identify how “compare and contrast” and “sequence” structures can help break down meaning in text. They also read for an author’s purpose and explain how relevant details support the central idea, implied or explicit. By analyzing fiction, students trace plot development and how conflict contributes to the story arc. They also examine an author’s claim and the reasons and evidence used to support the claim. Throughout all readings, they acquire and use grade-appropriate academic vocabulary and apply knowledge of suffixes to determine the meaning of unfamiliar words. As writers, students create an argumentative piece, making a claim, supporting a perspective with logical reasons, and using relevant evidence from multiple sources.

Objectives:

Language

- Acquire and use grade-appropriate academic vocabulary.
- Apply knowledge of suffixes to determine the meaning of unfamiliar words.
- Identify and use inflectional endings, plurals, and compound words.
- Identify and use three letter blends, possessives, r-controlled vowels, contractions, and long vowel sounds.

Reading

- Explain how diagrams and headings contribute to the understanding of a text.
- Identify the text structure of compare and contrast in a text.
- Explain an author's perspective on a topic in an informational text.
- Read and comprehend texts in the grades 4-5 text complexity band proficiently.
- Summarize a text to enhance comprehension.
- Explain the development of the plot in a literary text.
- Explain how conflict contributes to the plot in a literary text.
- Explain how graphs and headings contribute to the understanding of a text.
- Identify the text structure of sequence in a procedural text.
- Explain how relevant details support the central idea, implied or explicit.

Writing

- Write in response to text.
- Write to make a claim supporting a perspective with logical reasons, using relevant evidence from multiple sources.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- Report on a topic or text, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Explain an author's claim and the reasons and evidence used to support the claim.
- Compare and contrast how authors present information on the same topic or theme.
- Acquire and use grade-appropriate academic vocabulary.
- Apply knowledge of suffixes to determine the meaning of unfamiliar words.

Essential Questions:

How do effective readers apply strategies to improve comprehension and fluency?

How can the writing process help a writer to communicate ideas more effectively with others?

What makes an effective contribution to a group discussion and interact appropriately to others' ideas?

New Jersey Student Learning Standards**Language Learning Targets:**

L.RF.4.3, L.RF.4.4.A, L.RF.4.4.B, L.RF.4.4.C,

L.WF.4.2.A, L.WF.4.2.B, L.WF.4.2.C, L.WF.4.2.D,

L.KL.4.1.A, L.KL.4.1.B, L.KL.4.1.C, L.KL.4.1.D, L.VL.4.2.A, L.VL.4.2.B, L.VL.4.2.C, L.VI.4.3.A, L.VI.4.3.B, L.VI.4.3.C, L.VI.4.3.D

Reading Learning Targets: RL.CR.4.1, RI.CR.4.1, RI.CR.4.2, RL.CI.4.2, RL.IT.4.3, RL.TS.4.4, RI.TS.4.4, RL.PP.4.5, RL.MF.4.6, RI.AA.4.7, RL.CT.4.8,

Writing Learning Targets: L.WF.4.3.A, L.WF.4.3.B, L.WF.4.3.C, L.WF.4.3.D, L.WF.4.3.E, L.WF.4.3.F, L.WF.4.3.G, L.WF.4.3.H, W.AW.4.1A, W.AW.4.1B, W.AW.4.1C, W.AW.4.1D, W.IW.4.2.A, W.IW.4.2.B, W.IW.4.2.C, W.IW.4.2.D, W.IW.4.2.E, W.NW.4.3.A, W.NW.4.3.B, W.NW.4.3.C, W.NW.4.3.D, W.NW.4.3.E, W.WP.4.4.A, W.WP.4.4.B, W.WP.4.4.C, W.WP.4.4.D, W.WP.4.4.E, W.WR.4.5, W.SE.4.6, W.RW.4.7

Speaking/Listening: SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.UM.4.5, SL.AS.4.6

Cross Curricular Standards: [9.4.2.CT.2](#), [9.4.2.CT.3](#), [8.1.2.AP.4](#), [1-LS3-1](#), [1-LS1-1](#), [1-ESS1-1](#), [1-ESS1-2](#), [RI.1.6](#), [SL.1.1](#)

Overview of Activity/Focus

Teacher's Guide/ Resources

Core Instructional Materials

Technology Infusion

<p><u>Language</u> Phonics/Spelling: short vowels, long a, long e, long i, long o, Vocabulary: Academic Vocabulary, Latin Roots, Context Clues, Connotation and Denotation, Compound Words</p> <p><u>Reading</u> Genre:, Expository Text, Realistic Fiction, Argumentative Text</p> <p>Mini Lessons: Ask and Answer Questions, Text Features: Headings, Diagrams, and Graphs Text Structure: Compare and Contrast and Sequence Take Notes about Text, Reread, Author’s Perspective, Literary Elements-plot, conflict, author’s claim, Central Idea and Relevant Details Listening Comprehension</p> <p>Shared Reading</p> <p>Respond to Reading</p> <p><u>Writing</u> Genre: Argumentative Essay Mini Lessons: Analyze the</p>	<p><i>Wonders</i> Teacher’s Edition (McGraw Hill, 2023) <i>Wonders</i> Instructional Routines Handbook <i>Wonders</i> Data Dashboard</p>	<p>Blackline Masters Activity Cards Vocabulary/Spelling Cards Leveled Readers Reading/Writing Companion Student Anthology</p>	<p>Smart Board Applications Google Applications Chromebooks Interactive Student Edition <i>Go Wonders</i> online tools and games IXL.com Epic books Kahoot/Blooket</p>
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Formative Assessment Plan	Summative Assessment Plan
<p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Anecdotal Notes ● Fountas and Pinnell Running Record ● Exit Tickets ● Student practice pages ● Writing drafts ● Notebooks ● student self-assessment 	<p>Final Assessment/Benchmark/Project:</p> <ul style="list-style-type: none"> ● Topic tests ● MAP testing ● Fountas and Pinnell Testing ● NJSLA Testing ● School-Wide Writing Assessment Pre/Post ● Final drafts ● Benchmark Assessment

Differentiation			
Special Education	ELL	At Risk	Gifted and Talented

<ul style="list-style-type: none"> • Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Check for success during lessons with questions and response prompts. • Utilize open-ended questioning techniques. • Utilize scaffolding to support instruction. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Incorporate multi-sensory strategies in phonics instruction. • Establish a consistent daily routine. 	<ul style="list-style-type: none"> • Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Read stories/articles/texts in chunks. Before reading each chunk, identify details students should listen for. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Invite students to after-school tutoring sessions. • Translate printed communications in native language for parents. • Hold conferences with translator present. • Utilize additional NJDOE resources/recommendations. • Review Special Education listing for additional recommendations. • Utilize the <i>Wonders</i> ELL Small Group Guide. • Establish a consistent daily routine. 	<ul style="list-style-type: none"> • Basic Skills Instruction • Provide after-school tutoring services. • Utilize <i>Wonders</i> remediation strategies and leveled readers. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers. • Establish a consistent daily routine. 	<ul style="list-style-type: none"> • Promote self-initiated and self-directed learning for growth through independent projects. • Utilize <i>Wonders</i> Enrichment Opportunities projects and resources. • Challenge students with age-appropriate books at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).
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Quinton Township School District
English Language Arts
Grade 4

Pacing Chart/Curriculum MAP

Key: **Careers** **Technology** **Interdisciplinary Studies**

Unit:	2	Unit Title:	Adapting to Change	Pacing:	30 Days
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Unit Summary: In this unit, students explore how animals and people adapt to change. In informational texts, they determine how photographs, captions, and headings contribute to understanding and how relevant details support the central idea, implied or explicitly. Students also explore stories, poetry, and drama to analyze how character development, dialogue, setting, and stage directions contribute to plot. Students examine figurative language, including hyperbole, imagery, assonance, similes, and metaphors. Throughout all texts, students will apply knowledge of prefixes, suffixes, and Greek roots to determine the meaning of unfamiliar words. As writers, students draft expository texts about a topic, using multiple sources, developing a central idea with supporting details, and including a strong closing.

Objectives: Objectives:

Language

- Acquire and use grade-appropriate academic vocabulary.
- Apply knowledge of prefixes and suffixes to determine the meaning of unfamiliar words.
- Use antonyms to determine the meaning of unknown words and phrases.
- Apply knowledge of Greek roots to determine the meaning of unfamiliar words.
- Identify and explain similes and metaphors.

Reading

- Explain how photographs, captions, and headings contribute to the understanding of a text.
- Explain how relevant details support the central idea, implied or explicit.
- Read and comprehend texts in the grades 4-5 text complexity band proficiently.
- Summarize a text to enhance comprehension.
- Analyze how character development contributes to the plot in a literary text.
- Compare and contrast how authors present information on the same topic or theme.
- Identify how dialogue, setting, stage directions, and other elements of a play contribute to the plot.
- Explain a stated or implied theme and how it develops, using details, in a literary text.
- Explain how hyperbole contributes to meaning in a text.
- Identify lyric poetry and haiku.
- Explain how rhyme and structure create meaning in a poem.
- Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text.
- Explain the use of imagery and assonance in a poem.

Writing

- Write expository texts about a topic, using multiple sources and developing a central idea with supporting details.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- Report on a topic or text, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Acquire and use grade-appropriate academic vocabulary.

Essential Questions:

How do effective readers apply strategies to improve comprehension and fluency?

How can the writing process help a writer to communicate ideas more effectively with others?

What makes an effective contribution to a group discussion and interact appropriately to others' ideas?

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Overview of Activity/Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p><u>Language</u> Phonics/Spelling: prefixes, inflectional endings, digraphs, possessives, three letter blends, words ending in -er and -est, suffixes -ful and -less, r controlled vowels, suffixes, contractions, differentiated spelling lists</p> <p>Vocabulary: Academic Vocabulary, Latin Roots, Context Clues, Connotation and Denotation, Poetry Terms, Greek Roots, Prefixes and Suffixes</p> <p><u>Reading</u> Genre: Expository Text, Drama, Poetry</p> <p>Mini Lessons: Summarize, Text Features: Photographs, Captions, Headings, Central Idea and Relevant Details, Character Development, Ask and Answer Questions, Elements of a Play, Theme, Figurative Language- Hyperbole, Poetry: Rhyme and Structure, Text Structure: Lyric Poetry and Haiku, Character Perspective, Poetic Elements: Imagery and Assonance</p>	<p><i>Wonders</i> Teacher’s Edition (McGraw Hill, 2023) <i>Wonders</i> Instructional Routines Handbook <i>Wonders</i> Data Dashboard</p>	<p>Blackline Masters Activity Cards Vocabulary/Spelling Cards Leveled Readers Reading/Writing Companion Student Anthology</p>	<p>Smart Board Applications Google Applications Chromebooks Interactive Student Edition <i>Go Wonders</i> online tools and games IXL.com Epic books Kahoot/Blooket</p>
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Differentiation			
Special Education	ELL	At Risk	Gifted and Talented

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Quinton Township School District
English Language Arts
Grade 4

Pacing Chart/Curriculum MAP

Key: **Careers** **Technology** **Interdisciplinary Studies**

Unit:	3	Unit Title:	Making Differences in the Community	Pacing:	30 Days
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Unit Summary: In this unit, students develop reading and writing skills as they explore ways to make a difference in their community. In reading literature, students explain how flashbacks contribute to the plot and identify the narrator’s point of view, while explaining the difference between a narrator’s point of view and character perspective. Within informational texts, students identify text structures of problem-solution, chronological timelines, and sequence. Students also explore how features such as maps and headings contribute to meaning in a text. Throughout all readings, students acquire and use grade-appropriate academic vocabulary and apply knowledge of Greek roots to determine the meaning of unfamiliar words. Finally, as writers, students draft argumentative essays, comparing and contrasting how authors present information on the same topic or theme.

Objectives:

Language

- Acquire and use grade-appropriate academic vocabulary.
- Use context clues to determine the meaning of multiple-meaning and unknown words and phrases.
- Use synonyms and antonyms to determine the meaning of unknown words and phrases.
- Apply knowledge of Greek roots to determine the meaning of unfamiliar words.

Reading

- Explain how flashback contributes to the plot in a literary text.
- Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text.
- Read and comprehend texts in the grades 4-5 text complexity band proficiently.
- Summarize a text to enhance comprehension.
- Identify the text structure of problem and solution in a text.
- Compare and contrast how authors present information on the same topic or theme.
- Explain how a timeline contributes to the understanding of a text.
- Explain an author's perspective on a topic in an informational text.
- Explain the development of an author's purpose in an informational text.
- Explain how maps and headings contribute to the meaning in a text.
- Explain an author's claim and the reasons and evidence used to support the claim.
- Identify the text structure of sequence in a text.

Writing

- Write in response to text.
- Write to make a claim supporting a perspective with logical reasons, using an organizational structure with a logical progression.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- Report on a topic or text, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Use an organizational structure with transitions to present an argument supported by logical reasons.

Essential Questions:

How do effective readers apply strategies to improve comprehension and fluency?

How can the writing process help a writer to communicate ideas more effectively with others?

What makes an effective contribution to a group discussion and interact appropriately to others' ideas?

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Reading Learning Targets: RL.CR.4.1, RI.CR.4.1, RI.CR.4.2, RL.CI.4.2, RL.IT.4.3, RL.TS.4.4, RI.TS.4.4, RL.PP.4.5, RL.MF.4.6, RIAA.4.7, RL.CT.4.8,

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Technology Infusion

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Differentiation			
Special Education	ELL	At Risk	Gifted and Talented

<ul style="list-style-type: none"> • Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Check for success during lessons with questions and response prompts. • Utilize open-ended questioning techniques. • Utilize scaffolding to support instruction. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Incorporate multi-sensory strategies in phonics instruction. • Establish a consistent daily routine. 	<ul style="list-style-type: none"> • Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Read stories/articles/texts in chunks. Before reading each chunk, identify details students should listen for. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Invite students to after-school tutoring sessions. • Translate printed communications in native language for parents. • Hold conferences with translator present. • Utilize additional NJDOE resources/recommendations. • Review Special Education listing for additional recommendations. • Utilize the <i>Wonders</i> ELL Small Group Guide. • Establish a consistent daily routine. 	<ul style="list-style-type: none"> • Basic Skills Instruction • Provide after-school tutoring services. • Utilize <i>Wonders</i> remediation strategies and leveled readers. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers. • Establish a consistent daily routine. 	<ul style="list-style-type: none"> • Promote self-initiated and self-directed learning for growth through independent projects. • Utilize <i>Wonders</i> Enrichment Opportunities projects and resources. • Challenge students with age-appropriate books at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).
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**Quinton Township School District
English Language Arts
Grade 4**

Pacing Chart/Curriculum MAP

Key: **Careers** **Technology** **Interdisciplinary Studies**

Unit:	4	Unit Title:	The Impact of Government, Inventions, Technology on Our Lives	Pacing:	30 Days
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Unit Summary: In this unit students examine the ways different groups and inventions impact life. Through informational text, students explore cause-and-effect and description text structures. In literary texts, students continue exploring how setting contributes to plot and the difference between a narrator’s point of view and character perspective in a literary text. They also identify a stated or implied theme, tracing its development through text details. Delving into poetry, students analyze how rhyme and structure create meaning in a poem. They also expand vocabulary through a study of homophones and homographs. As writers in this unit, students draft and revise expository texts about a topic, using multiple sources, an organizational structure with a logical progression, and a central idea for focus.

Objectives:

Language

- Acquire and use grade-appropriate academic vocabulary.
- Apply knowledge of Latin and Greek roots to determine meaning of unfamiliar words.

Reading

- Identify and use text features including diagrams, headings, graphs, photographs, captions, headings, timeline, maps.
- Identify text structures including compare and contrast, sequence, lyric poetry, haiku, sequence, problem and solution.
- Identify elements of plot including conflict and flashback.
- Evaluate an author's claim, perspective, and purpose.
- Analyze a text to determine the central idea.
- Use reading strategies to ask and answer questions.
- Identify the elements of a play including character development and perspective.
- Analyze poetic elements including rhyme, structure, imagery, and assonance.
- Analyze a text to determine the theme.
- Identify and use forms of figurative language including hyperbole.

Writing

- Write expository texts about a topic, using multiple sources and an organizational structure with logical progression.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
- Report on a topic or text, using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Conduct short research projects that build knowledge through investigation of different aspects of the topic.

Essential Questions:

How do effective readers apply strategies to improve comprehension and fluency?

How can the writing process help a writer to communicate ideas more effectively with others?

What makes an effective contribution to a group discussion and interact appropriately to others' ideas?

New Jersey Student Learning Standards**Language Learning Targets:**

L.RF.4.3, L.RF.4.4.A, L.RF.4.4.B, L.RF.4.4.C

L.WF.4.2.A, L.WF.4.2.B, L.WF.4.2.C, L.WF.4.2.D, L.WF.4.3.A, L.WF.4.3.B, L.WF.4.3.C, L.WF.4.3.D, L.WF.4.3.E, L.WF.4.3.F, L.WF.4.3.G, L.WF.4.3.H

L.VL.4.2.A, L.VL.4.2.B, L.VL.4.2.C, L.VI.4.3.A, L.VI.4.3.B, L.VI.4.3.C, L.VI.4.3.D

Reading Learning Targets: RL.CR.4.1, RI.CR.4.1, RI.CR.4.2, RL.CI.4.2, RL.IT.4.3, RL.TS.4.4, RI.TS.4.4, RL.PP.4.5, RL.MF.4.6, RI.AA.4.7, RL.CT.4.8

Writing Learning Targets: W.AW.4.1A, W.AW.4.1B, W.AW.4.1C, W.AW.4.1D, W.IW.4.2.A, W.IW.4.2.B, W.IW.4.2.C, W.IW.4.2.D, W.IW.4.2.E, W.NW.4.3.A, W.NW.4.3.B, W.NW.4.3.C, W.NW.4.3.D, W.NW.4.3.E, W.WP.4.4.A, W.WP.4.4.B, W.WP.4.4.C, W.WP.4.4.D, W.WP.4.4.E, W.WR.4.5, W.SE.4.6, W.RW.4.7

Speaking/Listening: L.KL.4.1.A, L.KL.4.1.B, L.KL.4.1.C, L.KL.4.1.D, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.UM.4.5, SL.AS.4.6

Cross Curricular Standards: [9.4.2.CT.2](#), [9.4.2.CT.3](#), [8.1.2.AP.4](#), [1-LS3-1](#), [1-LS1-1](#), [1-ESS1-1](#), [1-ESS1-2](#), [RI.1.6](#), [SL.1.1](#)

Overview of Activity/Focus

Teacher's Guide/ Resources

Core Instructional Materials

Technology Infusion

<p><u>Language</u> Phonics: inflectional endings-changing y to i, vowel team syllables, r-Controlled Vowels, words with /u/, consonant +le syllables, diphthongs /oi/ and /ou/, Greek and Latin Roots, variant vowel /o/, frequently confused words</p> <p>Vocabulary: Academic Vocabulary, Latin Roots, Context Clues, Connotation and Denotation</p> <p><u>Reading</u> Genre: Narrative Nonfiction, Expository Text, Historical Fiction, Narrative Poetry</p> <p>Mini Lessons: Ask and Answer Questions, Text Features: Headings and Pronunciations, Text Structure: Cause and Effect, Make Predictions, Plot: Setting, Point of View and Perspective, Poetry: Structure, Text Structure: Narrative Poetry, Theme</p> <p>Listening Comprehension</p> <p>Shared Reading</p>	<p><i>Wonders</i> Teacher’s Edition (McGraw Hill, 2023) <i>Wonders</i> Instructional Routines Handbook <i>Wonders</i> Data Dashboard</p>	<p>Blackline Masters Activity Cards Vocabulary/Spelling Cards Leveled Readers Reading/Writing Companion Student Anthology</p>	<p>Smart Board Applications Google Applications Chromebooks Interactive Student Edition <i>Go Wonders</i> online tools and games IXL.com Epic books Kahoot/Blooket</p>
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Formative Assessment Plan	Summative Assessment Plan
<p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Anecdotal Notes ● Fountas and Pinnell Running Record ● Exit Tickets ● Student practice pages ● Writing drafts ● Notebooks ● student self-assessment 	<p>Final Assessment/Benchmark/Project:</p> <ul style="list-style-type: none"> ● Topic tests ● MAP testing ● Fountas and Pinnell Testing ● NJSLA Testing ● School-Wide Writing Assessment Pre/Post ● Final drafts ● Benchmark Assessment

Differentiation			
Special Education	ELL	At Risk	Gifted and Talented

<ul style="list-style-type: none"> • Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Check for success during lessons with questions and response prompts. • Utilize open-ended questioning techniques. • Utilize scaffolding to support instruction. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Incorporate multi-sensory strategies in phonics instruction. • Establish a consistent daily routine. 	<ul style="list-style-type: none"> • Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Read stories/articles/texts in chunks. Before reading each chunk, identify details students should listen for. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Invite students to after-school tutoring sessions. • Translate printed communications in native language for parents. • Hold conferences with translator present. • Utilize additional NJDOE resources/recommendations. • Review Special Education listing for additional recommendations. • Utilize the <i>Wonders</i> ELL Small Group Guide. • Establish a consistent daily routine. 	<ul style="list-style-type: none"> • Basic Skills Instruction • Provide after-school tutoring services. • Utilize <i>Wonders</i> remediation strategies and leveled readers. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers. • Establish a consistent daily routine. 	<ul style="list-style-type: none"> • Promote self-initiated and self-directed learning for growth through independent projects. • Utilize <i>Wonders</i> Enrichment Opportunities projects and resources. • Challenge students with age-appropriate books at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).
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Quinton Township School District
English Language Arts
Grade 4

Pacing Chart/Curriculum MAP

Key: **Careers** **Technology** **Interdisciplinary Studies**

Unit:	5	Unit Title:	Responding to the Past, Present, and Future	Pacing:	30 Days
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Unit Summary: In this unit, students explore the interconnectedness of people and events. In informational texts, they analyze how chronological structure and the use of sidebars and maps support understanding. In literature, they will explain how imagery, foreshadowing, and conflict contribute to meaning and analyze character development. In both types of text, they evaluate the impact of photographs, images, and captions on a reader’s understanding of text. Additionally, students will acquire and use grade-appropriate academic vocabulary by using context clues to determine the meaning of similes, metaphors, idioms, adages and proverbs. As writers, students create personal narratives using logical sequences of events, sensory details, and strong conclusions. They also write expository texts about a topic, using multiple sources and relevant evidence.

Objectives:

Language

- Acquire and use grade-appropriate academic vocabulary.
- Use context clues to determine the meaning of antonyms and homophones.
- Use context clues to determine the meaning of proverbs and adages.
- Use context clues to determine the meaning of similes, metaphors, and idioms.

Reading

- Explain how photographs and captions contribute to the understanding of a text.
- Identify the chronological text structure of a text.
- Read and comprehend texts in the grades 4-5 text complexity band proficiently.
- Summarize a text to enhance comprehension.
- Explain how imagery creates meaning in a text.
- Compare and contrast how authors present information on the same topic or theme.
- Explain the role of foreshadowing in the plot of a literary text.
- Explain the role of conflict in the plot of a literary text.
- Explain the role of character development in the plot of a literary text.
- Explain the use of sidebars and maps in a text.
- Compare and contrast a firsthand and secondhand account of the same event or topic.

Writing

- Write in response to text.
- Write a personal narrative using a logical sequence of events and sensory details.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- Report on a topic or text, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Write expository texts about a topic, using multiple sources and relevant details.

Essential Questions:

How do effective readers apply strategies to improve comprehension and fluency?

How can the writing process help a writer to communicate ideas more effectively with others?

What makes an effective contribution to a group discussion and interact appropriately to others' ideas?

New Jersey Student Learning Standards**Language Learning Targets:**

L.RF.4.3, L.RF.4.4.A, L.RF.4.4.B, L.RF.4.4.C

L.WF.4.2.A, L.WF.4.2.B, L.WF.4.2.C, L.WF.4.2.D, L.WF.4.3.A, L.WF.4.3.B, L.WF.4.3.C, L.WF.4.3.D, L.WF.4.3.E, L.WF.4.3.F, L.WF.4.3.G, L.WF.4.3.H

L.VL.4.2.A, L.VL.4.2.B, L.VL.4.2.C, L.VI.4.3.A, L.VI.4.3.B, L.VI.4.3.C, L.VI.4.3.D

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Speaking/Listening: L.KL.4.1.A, L.KL.4.1.B, L.KL.4.1.C, L.KL.4.1.D, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.UM.4.5, SL.AS.4.6

Cross Curricular Standards: [9.4.2.CT.2](#), [9.4.2.CT.3](#), [8.1.2.AP.4](#), [1-LS3-1](#), [1-LS1-1](#), [1-ESS1-1](#), [1-ESS1-2](#), [RI.1.6](#), [SL.1.1](#)

Overview of Activity/Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p><u>Language</u></p> <p>Phonics: closed syllables, latin prefixes, irregular plurals, vowel teams, greek and latin roots, r-controlled vowel syllables, frequently misspelled words, consonant + le syllables, latin suffixes</p> <p>Vocabulary: Academic Vocabulary, Latin Roots, Context Clues, Connotation and Denotation, Antonyms, Homophones, Similes, Metaphors, Idioms, Proverbs, Adages</p> <p><u>Reading</u></p> <p>Genre: Expository Text, Realistic Fiction, Reader's Theater</p> <p>Mini Lessons: Summarize, Text Features- Photographs, Captions, Sidebars, Maps</p> <p>Text Structure- Chronology, Figurative Language-Imagery, Visualize, Foreshadowing, Conflict, Character Development, Author's Perspective</p> <p>Listening Comprehension</p> <p>Shared Reading</p>	<p><i>Wonders</i> Teacher's Edition (McGraw Hill, 2023)</p> <p><i>Wonders</i> Instructional Routines Handbook</p> <p><i>Wonders</i> Data Dashboard</p>	<p>Blackline Masters</p> <p>Activity Cards</p> <p>Vocabulary/Spelling Cards</p> <p>Leveled Readers</p> <p>Reading/Writing Companion</p> <p>Student Anthology</p>	<p>Smart Board Applications</p> <p>Google Applications</p> <p>Chromebooks</p> <p>Interactive Student Edition</p> <p><i>Go Wonders</i> online tools and games</p> <p>IXL.com</p> <p>Epic books</p> <p>Kahoot/Blooket</p>
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Formative Assessment Plan	Summative Assessment Plan
<p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Anecdotal Notes ● Fountas and Pinnell Running Record ● Exit Tickets ● Student practice pages ● Writing drafts ● Notebooks ● student self-assessment 	<p>Final Assessment/Benchmark/Project:</p> <ul style="list-style-type: none"> ● Topic tests ● MAP testing ● Fountas and Pinnell Testing ● NJSLA Testing ● School-Wide Writing Assessment Pre/Post ● Final drafts ● Benchmark Assessment

Differentiation			
Special Education	ELL	At Risk	Gifted and Talented

<ul style="list-style-type: none"> • Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Check for success during lessons with questions and response prompts. • Utilize open-ended questioning techniques. • Utilize scaffolding to support instruction. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Incorporate multi-sensory strategies in phonics instruction. • Establish a consistent daily routine. 	<ul style="list-style-type: none"> • Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Read stories/articles/texts in chunks. Before reading each chunk, identify details students should listen for. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Invite students to after-school tutoring sessions. • Translate printed communications in native language for parents. • Hold conferences with translator present. • Utilize additional NJDOE resources/recommendations. • Review Special Education listing for additional recommendations. • Utilize the <i>Wonders</i> ELL Small Group Guide. • Establish a consistent daily routine. 	<ul style="list-style-type: none"> • Basic Skills Instruction • Provide after-school tutoring services. • Utilize <i>Wonders</i> remediation strategies and leveled readers. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers. • Establish a consistent daily routine. 	<ul style="list-style-type: none"> • Promote self-initiated and self-directed learning for growth through independent projects. • Utilize <i>Wonders</i> Enrichment Opportunities projects and resources. • Challenge students with age-appropriate books at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).
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Quinton Township School District
English Language Arts
Grade 4

Pacing Chart/Curriculum MAP

Key: **Careers** **Technology** **Interdisciplinary Studies**

Unit:	6	Unit Title:	Identifying Cultural Values	Pacing:	30 Days
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Unit Summary: In this unit, students will explore how societies evolve over time, forming cultural values. In informational reading, they analyze sidebars, maps, and authors' key points as they prepare for a debate. They also explain which relevant details in a text support the central idea, implicitly or explicitly. In literary text, they analyze plot elements, trace the development of a stated or implied theme, and evaluate the structure of free verse poetry. Additionally, students will acquire and use grade-appropriate academic vocabulary by applying knowledge of Latin and Greek prefixes to determine the meaning of unfamiliar words. Throughout the unit, students narrates using logical sequence of events, effective dialogue, and descriptive details. They also write a free verse poem using metaphors, similes, and alliteration.

Objectives:

Language

- Acquire and use grade-appropriate academic vocabulary.
- Apply knowledge of Latin and Greek prefixes to determine the meaning of unfamiliar words.
- Use a dictionary or context clues to determine the connotation or denotation of a word.
- Use context clues, word relationships, and background knowledge to determine the meaning of unknown words from mythology.
- Use context clues to determine the meaning of metaphors.

Reading

- Explain the use of sidebars in a text.
- Explain which relevant details in a text support its central idea, implicitly or explicitly.
- Read and comprehend texts in the grades 4-5 text complexity band proficiently.
- Summarize a text to enhance comprehension.
- Explain how conflict contributes to the plot in a literary text.
- Compare and contrast how authors present information on the same topic or theme.
- Explain how setting contributes to the plot in a literary text.
- Explain the stated or implied theme of a text and how it is developed.
- Explain how maps contribute to the meaning in a text.
- Compare and contrast how authors present information on the same topic or theme.
- Explain a stated or implied theme and how it develops, using details, in a literary text.
- Identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text.

Writing

- Write in response to text.
- Write a fictional narrative using a logical sequence of events and an effective use of dialogue.
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- Report on a topic or text, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Write narrative nonfiction using a logical sequence of events and demonstrating an effective use of descriptive details.
- Write a free verse poem using metaphors, similes, and alliteration.

Essential Questions:

How do effective readers apply strategies to improve comprehension and fluency?

How can the writing process help a writer to communicate ideas more effectively with others?

What makes an effective contribution to a group discussion and interact appropriately to others' ideas?

New Jersey Student Learning Standards**Language Learning Targets:**

L.RF.4.3, L.RF.4.4.A, L.RF.4.4.B, L.RF.4.4.C

L.WF.4.2.A, L.WF.4.2.B, L.WF.4.2.C, L.WF.4.2.D, L.WF.4.3.A, L.WF.4.3.B, L.WF.4.3.C, L.WF.4.3.D, L.WF.4.3.E, L.WF.4.3.F, L.WF.4.3.G, L.WF.4.3.H

L.VL.4.2.A, L.VL.4.2.B, L.VL.4.2.C, L.VI.4.3.A, L.VI.4.3.B, L.VI.4.3.C, L.VI.4.3.D

Reading Learning Targets: RL.CR.4.1, RI.CR.4.1, RI.CR.4.2, RL.CI.4.2, RI.IT.4.3, RL.TS.4.4, RI.TS.4.4, RL.PP.4.5, RI.MF.4.6, RI.AA.4.7, RL.CT.4.8

Writing Learning Targets: W.AW.4.1A, W.AW.4.1B, W.AW.4.1C, W.AW.4.1D, W.IW.4.2.A, W.IW.4.2.B, W.IW.4.2.C, W.IW.4.2.D, W.IW.4.2.E, W.NW.4.3.A, W.NW.4.3.B, W.NW.4.3.C, W.NW.4.3.D, W.NW.4.3.E, W.WP.4.4.A, W.WP.4.4.B, W.WP.4.4.C, W.WP.4.4.D, W.WP.4.4.E, W.WR.4.5, W.SE.4.6, W.RW.4.7

Speaking/Listening: L.KL.4.1.A, L.KL.4.1.B, L.KL.4.1.C, L.KL.4.1.D, SL.PE.4.1.A, SL.PE.4.1.B, SL.PE.4.1.C, SL.PE.4.1.D, SL.II.4.2, SL.ES.4.3, SL.PI.4.4, SL.UM.4.5, SL.AS.4.6

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Overview of Activity/Focus	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
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<p><u>Language</u> Phonics: Number Prefixes, Word from Mythology, Suffixes, Greek and Latin Roots, Words from Around the World Vocabulary: Academic Vocabulary, Latin Roots, Context Clues, Connotation and Denotation, Latin and Greek Prefixes, Poetry Terms- metaphor, personification, imagery, free-verse</p> <p><u>Reading</u> Genre: Narrative Nonfiction, Historical Fiction, Free Verse Mini Lessons: Ask and Answer Questions, Sidebars, Central Ideas and Relevant Details, Plot: Conflict, Setting, Theme, Maps, Poetic Elements: Imagery and Personification, Character Perspective Listening Comprehension</p> <p>Shared Reading</p> <p>Respond to Reading</p> <p><u>Writing</u> Genre: Fictional Narrative, Free Verse Poetry Mini Lessons: Analyze an</p>	<p><i>Wonders</i> Teacher’s Edition (McGraw Hill, 2023) <i>Wonders</i> Instructional Routines Handbook <i>Wonders</i> Data Dashboard</p>	<p>Blackline Masters Activity Cards Vocabulary/Spelling Cards Leveled Readers Reading/Writing Companion Student Anthology</p>	<p>Smart Board Applications Google Applications Chromebooks Interactive Student Edition <i>Go Wonders</i> online tools and games IXL.com Epic books Kahoot/Blooket</p>
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Formative Assessment Plan	Summative Assessment Plan
<p>Suggested activities to assess student progress:</p> <ul style="list-style-type: none"> ● Anecdotal Notes ● Fountas and Pinnell Running Record ● Exit Tickets ● Student practice pages ● Writing drafts ● Notebooks ● student self-assessment 	<p>Final Assessment/Benchmark/Project:</p> <ul style="list-style-type: none"> ● Topic tests ● MAP testing ● Fountas and Pinnell Testing ● NJSLA Testing ● School-Wide Writing Assessment Pre/Post ● Final drafts ● Benchmark Assessment

Differentiation			
Special Education	ELL	At Risk	Gifted and Talented

<ul style="list-style-type: none"> • Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Check for success during lessons with questions and response prompts. • Utilize open-ended questioning techniques. • Utilize scaffolding to support instruction. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Utilize auditory reminders as deemed necessary. • Provide breaks to allow for refocusing as necessary. • Incorporate multi-sensory strategies in phonics instruction. • Establish a consistent daily routine. 	<ul style="list-style-type: none"> • Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Read stories/articles/texts in chunks. Before reading each chunk, identify details students should listen for. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Invite students to after-school tutoring sessions. • Translate printed communications in native language for parents. • Hold conferences with translator present. • Utilize additional NJDOE resources/recommendations. • Review Special Education listing for additional recommendations. • Utilize the <i>Wonders</i> ELL Small Group Guide. • Establish a consistent daily routine. 	<ul style="list-style-type: none"> • Basic Skills Instruction • Provide after-school tutoring services. • Utilize <i>Wonders</i> remediation strategies and leveled readers. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers. • Establish a consistent daily routine. 	<ul style="list-style-type: none"> • Promote self-initiated and self-directed learning for growth through independent projects. • Utilize <i>Wonders</i> Enrichment Opportunities projects and resources. • Challenge students with age-appropriate books at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture. • Continue to offer Gifted and Talented Compacting Project that focuses on students' interests, higher thinking skills, and areas of giftedness (ex. creating a game for science, creating a diorama and book report).
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