ELA/SS Grade 4

Length of Course: Term
Elective/Required: Required
Schools: Elementary
Eligibility: Grade 4
Credit Value: N/A
Date Approved: August 26, 2019
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Grade 4 Language Skills/ Word Study

Why is word study important?
Word Study is a developmentally based approach to phonics, spelling, and vocabulary instruction. Word knowledge plays a critical role in reading and writing and therefore it is essential that our instruction matches students’ developmental levels. It is important to develop students’ orthographic knowledge; the understanding of how letters and letter patterns represent sound and meaning in language. Students move through developmental stages beginning with alphabetic/sound relationships to pattern/sound relationships, to morphology, or meaning relationships. As they progress through these stages, their orthographic knowledge creates a foundation of their development in fluency, reading comprehension, and writing.

Assessing
To gain an understanding of your students’ developmental stage of spelling and target instruction most effectively, utilize a spelling inventory. Administer a Words Their Way Spelling Inventory and use the feature guide to help you determine the appropriate stage to begin instruction. For grade 4, it is recommended to begin with the Upper-Level Spelling Inventory (USI) with your class. There are additional inventories provided to support differentiation. You may use the lessons provided in the Journeys Word Study Teacher’s Guide or in the Journeys Teacher’s Edition to plan lessons. The intent of these lessons is to provide students with opportunities to explore and learn word patterns and meanings that can be applied in reading and writing.

Instruction
After administering the spelling inventory and identifying the appropriate starting point for your students, you may begin to form instructional groups based on need. After groups are established, identify the stage/phase (letter name-alphabetic, within word pattern, syllables & affixes) within the scope and sequence chart below to begin instruction for each group. If you need additional resources, refer to the teacher’s guides in the grades above or below your own.
The following standards will be addressed during word study instruction.

**Phonics and Word Recognition**

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

**NJSLS.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.

**Conventions of Standard English**

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

**NJSLS.L.4.2.D.** Spell grade-appropriate words correctly, consulting references as needed.

### Grade 4 Journeys Word Study Scope and Sequence

<table>
<thead>
<tr>
<th>Spelling Stage</th>
<th>Focus</th>
<th>Journeys Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Letter Name - Alphabetic</strong></td>
<td>If students score in this stage, refer to the Journeys Word Study Teacher's Guide (pgs. 28-38) for appropriate lessons that may not be on your grade level. To find full lessons at this stage, you can access them from Think Central.</td>
<td></td>
</tr>
<tr>
<td><strong>Within Word Pattern</strong></td>
<td>Short a and Long a</td>
<td>Unit 1 Lesson 1</td>
</tr>
<tr>
<td></td>
<td>Short e and Long e</td>
<td>Unit 1 Lesson 2</td>
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<td></td>
<td>Short i and Long i</td>
<td>Unit 1 Lesson 3</td>
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<tr>
<td></td>
<td>Short o and Long o</td>
<td>Unit 1 Lesson 4</td>
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<td></td>
<td>Homophones</td>
<td>Unit 1 Lesson 5</td>
</tr>
<tr>
<td></td>
<td>Vowel Sounds /ʊ/, /yōō/, and /ōō/</td>
<td>Unit 2 Lesson 6</td>
</tr>
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<td></td>
<td>Vowel Sounds /ōō/ and /ōō/</td>
<td>Unit 2 Lesson 7</td>
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<tr>
<td>Syllables &amp; Affixes</td>
<td>Vowel Sounds /ou/ and /ɔ/</td>
<td>Unit 2 Lesson 8</td>
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<td></td>
<td>Vowel + /r/ Sounds</td>
<td>Unit 2 Lesson 9</td>
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<tr>
<td></td>
<td>More Vowel + /r/ Sounds</td>
<td>Unit 2 Lesson 10</td>
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<td></td>
<td>Compound Words</td>
<td>Unit 3 Lesson 11</td>
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<td></td>
<td>Words with -ed or -ing</td>
<td>Unit 3 Lesson 12</td>
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<tr>
<td></td>
<td>More Words with -ed or -ing</td>
<td>Unit 3 Lesson 13</td>
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<td></td>
<td>Final Long e</td>
<td>Unit 3 Lesson 14</td>
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<td></td>
<td>Changing final y to i</td>
<td>Unit 3 Lesson 15</td>
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<td></td>
<td>Words with /k/, /ng/, and /kw/</td>
<td>Unit 4 Lesson 16</td>
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<td></td>
<td>Words with Final /j/ and /s/</td>
<td>Unit 4 Lesson 17</td>
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<td></td>
<td>Prefixes re-, un-, dis-</td>
<td>Unit 4 Lesson 18</td>
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<tr>
<td></td>
<td>Suffixes -ful, -less, -ness, -ment</td>
<td>Unit 4 Lesson 19</td>
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<tr>
<td></td>
<td>Words with VCCV Pattern</td>
<td>Unit 4 Lesson 20</td>
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<tr>
<td></td>
<td>Words with VCV Pattern</td>
<td>Unit 5 Lesson 21</td>
</tr>
<tr>
<td></td>
<td>VCCV and VCV Patterns</td>
<td>Unit 5 Lesson 22</td>
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<tr>
<td>-----------------------</td>
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<tr>
<td>Words with VCCV Pattern</td>
<td>Unit 5 Lesson 23</td>
<td></td>
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<tr>
<td>Words with VCCCCV Pattern</td>
<td>Unit 5 Lesson 24</td>
<td></td>
</tr>
<tr>
<td>Words with VV Pattern</td>
<td>Unit 5 Lesson 25</td>
<td></td>
</tr>
<tr>
<td>Final Schwa + /r/ Sound</td>
<td>Unit 6 Lesson 26</td>
<td></td>
</tr>
<tr>
<td>Final Schwa + /l/ Sound</td>
<td>Unit 6 Lesson 27</td>
<td></td>
</tr>
<tr>
<td>Three-Syllable Words</td>
<td>Unit 6 Lesson 28</td>
<td></td>
</tr>
<tr>
<td>Words with Silent Consonants</td>
<td>Unit 6 Lesson 29</td>
<td></td>
</tr>
<tr>
<td>Unusual Spellings</td>
<td>Unit 6 Lesson 30</td>
<td></td>
</tr>
<tr>
<td><strong>Derivational Relations</strong></td>
<td>If students score in this stage, refer to the Journeys Word Study Teacher's Guide (pgs. 28-38) for appropriate lessons that may not be on your grade level. To find full lessons at this stage, you can access them from Think Central.</td>
<td></td>
</tr>
</tbody>
</table>

**Resources:**
- Journeys Word Study Teacher's Guide (Grades 1-5)
- *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction* by Bear, Invernizzi, Templeton, & Johnston
# Reading Standards Matrix-Grade 4

<table>
<thead>
<tr>
<th>Standard</th>
<th>Reading Literary Text</th>
<th>Marking Period 1</th>
<th>Marking Period 2</th>
<th>Marking Period 3</th>
<th>Marking Period 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJSLS.RL.4.1</td>
<td>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</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NJSLS.RL.4.2</td>
<td>Determine the key details to identify theme in a story, drama, or poem and summarize the text</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NJSLS.RL.4.3</td>
<td>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).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NJSLS.RL.4.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>NJSLS.RL.4.5</td>
<td>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.</td>
<td></td>
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</tr>
<tr>
<td>NJSLS.RL.4.6</td>
<td>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>NJSLS.RL.4.7</td>
<td>Make connections between specific descriptions and directions in a text and a visual or oral representation of the text</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

### Key Ideas and Details

<table>
<thead>
<tr>
<th>Standard</th>
<th>Reading Literary Text</th>
<th>Marking Period 1</th>
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<th>Marking Period 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJSLS.RL.4.1</td>
<td>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</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>NJSLS.RL.4.2</td>
<td>Determine the key details to identify theme in a story, drama, or poem and summarize the text</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>NJSLS.RL.4.3</td>
<td>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).</td>
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### Craft and Structure

<table>
<thead>
<tr>
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<th>Reading Literary Text</th>
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<th>Marking Period 2</th>
<th>Marking Period 3</th>
<th>Marking Period 4</th>
</tr>
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<tbody>
<tr>
<td>NJSLS.RL.4.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</td>
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</tr>
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<td>NJSLS.RL.4.5</td>
<td>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.</td>
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<tr>
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### Integration of Knowledge and Ideas

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<tbody>
<tr>
<td>NJSLS.RL.4.7</td>
<td>Make connections between specific descriptions and directions in a text and a visual or oral representation of the text</td>
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<table>
<thead>
<tr>
<th>Standard</th>
<th>Reading Literary Text</th>
<th>Marking Period 1</th>
<th>Marking Period 2</th>
<th>Marking Period 3</th>
<th>Marking Period 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJSLS.RL.4.8</td>
<td>Not applicable to literature</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
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<tr>
<td>NJSLS.RL.4.9</td>
<td>(previously RL.5.9.) 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</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
<td>NA</td>
</tr>
</tbody>
</table>

**Range of Reading and Level of Text Complexity:**

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

**Reading Informational Text**

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<thead>
<tr>
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<th>Marking Period 4</th>
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</thead>
</table>

**Key Ideas and Details**

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

**Craft and Structure**

<p>| NJSLS.RI.4.4 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | x | x | x | x |</p>
<table>
<thead>
<tr>
<th>Standard</th>
<th>Reading Informational Text</th>
<th>Marking Period 1</th>
<th>Marking Period 2</th>
<th>Marking Period 3</th>
<th>Marking Period 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJSLS.RI.4.5</td>
<td>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.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>NJSLS.RI.4.6</td>
<td>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</td>
<td></td>
<td>x</td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>NJSLS.RI.4.7</td>
<td>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>NJSLS.RI.4.8</td>
<td>Explain how an author uses reasons and evidence to support particular points in a text.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>NJSLS.RI.4.9</td>
<td>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.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td></td>
<td><strong>Integration of Knowledge and Ideas</strong></td>
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<tr>
<td></td>
<td><strong>Range of Reading and Level of Text Complexity</strong></td>
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<tr>
<td>NJSLS.RI.4.10</td>
<td>By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Standard</td>
<td>Speaking and Listening</td>
<td>Marking Period 1</td>
<td>Marking Period 2</td>
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<td>Marking Period 4</td>
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<td></td>
<td><strong>Comprehension and Collaboration</strong></td>
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<tr>
<td><strong>NJSLS.SL.4.1.A</strong></td>
<td>Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td><strong>NJSLS.SL.4.1.B</strong></td>
<td>Follow agreed-upon rules for discussions and carry out assigned roles.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td><strong>NJSLS.SL.4.1.C</strong></td>
<td>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td><strong>NJSLS.SL.4.1.D</strong></td>
<td>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td><strong>NJSLS.SL.4.2</strong></td>
<td>Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td><strong>NJSLS.SL.4.3</strong></td>
<td>Identify the reasons and evidence a speaker provides to support particular points.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td></td>
<td><strong>Presentation of Knowledge and Ideas</strong></td>
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<tr>
<td><strong>NJSLS.SL.4.4</strong></td>
<td>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.</td>
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<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Standard</td>
<td>Language</td>
<td>Marking Period 1</td>
<td>Marking Period 2</td>
<td>Marking Period 3</td>
<td>Marking Period 4</td>
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</tr>
<tr>
<td>NJSL.SL.4.5</td>
<td>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</td>
<td></td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>NJSL.SL.4.6</td>
<td>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

**Conventions of Standard English**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Language</th>
<th>Marking Period 1</th>
<th>Marking Period 2</th>
<th>Marking Period 3</th>
<th>Marking Period 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJSL.L.4.1.A</td>
<td>Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>NJSL.L.4.1.B</td>
<td>Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>NJSL.L.4.1.C</td>
<td>Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>NJSL.L.4.1.D</td>
<td>Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>NJSL.L.4.1.E</td>
<td>Form and use prepositional phrases.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>NJSL.L.4.1.F</td>
<td>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>NJSL.L.4.1.G</td>
<td>Correctly use frequently confused words (e.g., to, too, two; there, their).</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>NJSL.L.4.2.A</td>
<td>Use correct capitalization.</td>
<td>x</td>
<td>x</td>
<td>x</td>
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</tr>
<tr>
<td>Standard</td>
<td>Language</td>
<td>Marking Period 1</td>
<td>Marking Period 2</td>
<td>Marking Period 3</td>
<td>Marking Period 4</td>
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<tr>
<td>NJSLS.L.4.2.B</td>
<td>Use commas and quotation marks to mark direct speech and quotations from a text.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>NJSLS.L.4.2.C</td>
<td>Use a comma before a coordinating conjunction in a compound sentence.</td>
<td>x</td>
<td>x</td>
<td>x</td>
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</tr>
<tr>
<td>NJSLS.L.4.2.D</td>
<td>Spell grade-appropriate words correctly, consulting references as needed.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td><strong>Knowledge of Language</strong></td>
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<tr>
<td>NJSLS.L.4.3.A</td>
<td>Choose words and phrases to convey ideas precisely</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>NJSLS.L.4.3.B</td>
<td>Choose punctuation for effect</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>NJSLS.L.4.3.C</td>
<td>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</td>
<td>x</td>
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<tr>
<td><strong>Vocabulary Acquisition and Use</strong></td>
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<tr>
<td>NJSLS.L.4.4.A</td>
<td>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>NJSLS.L.4.4.B</td>
<td>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>NJSLS.L.4.4.C</td>
<td>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Standard</td>
<td>Language</td>
<td>Marking Period 1</td>
<td>Marking Period 2</td>
<td>Marking Period 3</td>
<td>Marking Period 4</td>
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<tr>
<td>NJSLS.L.4.5.A</td>
<td>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>NJSLS.L.4.5.B</td>
<td>Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>NJSLS.L.4.5.C</td>
<td>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</td>
<td>x</td>
<td>x</td>
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<td>x</td>
</tr>
<tr>
<td>NJSLS.L.4.6</td>
<td>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</td>
<td>x</td>
<td>x</td>
<td>x</td>
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</tbody>
</table>
Grade 4 Reading Marking Period 1

Summary of Unit:
By the end of Marking Period 1, students will be able to:

- describe in depth a character, setting, or event in a story or drama
- interpret information presented visually, orally or quantitatively and explain how the information contributes to an understanding of the text
- refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
- determine the main idea of a text and explain how it is supported by key details
- determine a theme of a story, drama, or poem from details in the text
- summarize text
- understand the different ways texts are organized, such as chronological, compare/contrast, cause/effect, and problem/solution
- explain how an author uses reasons and evidence to support particular points in a text
- integrate information from two texts on the same topic in order to write or speak about the subject
- determine the meaning of words
- compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism
- explain why some locations in New Jersey and the United States are more suited for settlement than others
- explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges
- identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences
- describe how stereotyping and prejudice can lead to conflict, using examples from the past and present
- describe why it is important to understand the perspectives of other cultures in an interconnected world
- describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey

Social and Emotional Learning Competencies

- Acquire and apply the knowledge, attitudes and skills necessary to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
Suggested holidays for Marking Period 1:

Social Studies Resources
- Labor Day
- Patriots Day (September 11th)
- Constitution Day
- Columbus Day
- Election Day

Ongoing source for digital literacy:
- Newsela

Reading Anchor Charts

Sample Lesson Plan

21st Century/Future Ready Skills

21st Century Crosswalk

Future Ready Skills Organizer

Backchanneling: opportunities for digital conversation with sites like TodaysMeet, Padlet, Edmodo

- Collaborative learning on Google apps (Docs, Forms, Slides, Sheets, etc)
- Self-reflection and Self-assessment
- Analyzing text and information to determine main ideas and key details
- Use text and research to problem solve
- Respond to text and information through online platforms, such as blogs, youtube, podcasts
- Communicate and articulate thoughts accurately
- Digital Storytelling

Project/Problem based learning opportunities

Types of Assessments (assessments directly correlated to standards taught throughout the unit):

Formative Assessment (daily checks for understanding):
- Reader Response (web based: Kidblog, Edublogs, Backchanneling and podcasting sites)
- Questioning (game/web based: Kahoot!, Pear Deck, EDpuzzle, Plickers, Google products)
- Exit ticket
- Interactive notebooks
- Teacher observations

Data driven instruction will enhance our ability to monitor the progress of our students. It is essential that we adjust our instructional plan to meet the needs of our students; so that by the end of a lesson or a weekly assessment 75% of our students can apply learning.

Instructional Plan

The following is a recommended progression to support the development of understandings necessary for the performance expectation(s). Teachers should consider multiple data points when making instructional decisions.

<table>
<thead>
<tr>
<th>NJSLS NJ Student Learning Standards</th>
<th>WALT I Can...</th>
<th>Instructional Strategy to teach WALT:</th>
<th>Journey/Harcourt/Heinemann Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL.4.3</td>
<td></td>
<td>1. Read Aloud</td>
<td>Journeys</td>
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<tr>
<td></td>
<td></td>
<td>- Turning and Talking/ Accountable Talk</td>
<td>Unit 1, Lesson 1</td>
</tr>
</tbody>
</table>
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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

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

**W.4.9.A** Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's"

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I can use specific details from a text to describe a character, setting, or an event. (RL 4.3)

I can explain and locate which portions of a text I understand and which portions I don't. (RL.4.10)

I can list questions that I have about a text and ask for help in order to understand portions of a text that are too difficult for me. (RL 4.10)

I can determine reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult text. (RL.4.10)

I can define and determine textual evidence ("word for word support") that supports my analysis, reflection, and/or research by drawing evidence from literary or informational texts. (W.4.9)

I can compose written responses and include textual evidence to describe in depth a character, setting, or

---

**-Think Aloud and Model**

2. Direct Instruction (mini-lessons, guided reading, skills groups)

-Chart story structure

-Understanding characters by charting their thoughts, actions, and words

3. Independent Reading (15-20 minutes per day)

-Focus on story structure and understanding characters

- Respond to Text

4. Confer With Students

5. Small-group Instruction (mini-lessons, guided reading, skills groups)

**Because of Winn-Dixie**

Unit 2, Lesson 9

Dear Mr. Winston

Unit 1, Lesson 5

Stormalong

Unit 2, Lesson 8

Me and Uncle Romie

Unit 3, Lesson 12

The Earth Dragon Awakes

Unit 1, Lesson 1

Sideline Support

Unit 1, Lesson 5

Mighty Joe Magarac

Journeys (2014)

Unit 2, Lesson 6- Day 1

Invasion from Mars

Ready Common Core

Unit 2, Lesson 8-

Describing Settings and Events in Stories
thoughts, words, or actions.

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

L.4.3.A Choose words and phrases to convey ideas precisely.

I can acquire and use accurately grade-appropriate academic and domain specific words, phrases, including those that signal precise actions, emotions or states of being and that are basic to a particular topic when creating a written piece. (L.4.6)

I can choose words and phrases to convey ideas and apply to written pieces. (L.4.3.A)

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### Instructional Plan

<table>
<thead>
<tr>
<th>NJSLs</th>
<th>WALT I Can...</th>
<th>Instructional Strategy to teach WALT:</th>
<th>Journey/Harcourt/Heinemann Resources</th>
</tr>
</thead>
</table>
| R.I.4.7 Interpret information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | I can identify and read charts, graphs, diagrams, timelines, animations or web pages to learn the characteristics of regions in the United States based on culture, economics, and physical environment. (RI.4.7, 6.1.4.B.6)  
I can explain how charts, graphs, diagrams, time lines, animations,  
1. Read Aloud  
- Turning and Talking/ Accountable Talk  
- Think Aloud and Model  
2. Direct Instruction (mini-lessons, guided reading, skills groups)  
- Think Aloud and Model  
- Chart text features  
- Discuss and chart the purpose of text features | Journeys  
Unit 1, Lesson 1  
*Because of BookEnds*  
Unit 2, Lesson 9  
*Field Guide to Snakes of the Southwest*  
Unit 3, Lesson 14  
*The Life and Times of the Ant* |
6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism.

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

or web pages are helpful in learning, researching, and explaining the concept of regionalism (RI 4.7, 6.1.4.B.6)

I can identify and read charts, graphs, diagrams, timelines, animations or web pages to compare and contrast the characteristics of regions in the United States based on culture, economics, and physical environment. (RI.4.7, 6.1.4.B.6)

I can identify general academic words or phrases as they are used in a nonfiction text (different ways to say the same thing, e.g., stroll instead of walk. (RI.4.4)

I can identify domain specific words or phrases (content words, e.g., sedimentary, igneous, metamorphic) in a nonfiction text. (RI 4.4.)

I can use various strategies (e.g., context clues, root words, affixes) to determine the meaning of general academic and domain specific words and phrases in text. (RI 4.4)

- Discuss and chart the varied structures of Web pages. (emails vs. blogs)

3. Independent Reading (15-20 minutes per day)
   - Focus on text features and understand their purpose
   - Respond to Text

4. Confer With Students

5. Small-group Instruction (mini-lessons, guided reading, skills groups)
<table>
<thead>
<tr>
<th>NJSLS</th>
<th>WALT I Can...</th>
<th>Instructional Strategy to teach WALT:</th>
<th>Journey/Harcourt/Heinemann Resources</th>
</tr>
</thead>
</table>
| **R.L.4.1** | I can use details and examples in a text to explain and draw inferences. *(RL 4.1)* | 1. *Read Aloud*  
- *Turning and Talking/ Accountable Talk*  
- *Think Aloud and Model* |  
  | **Journeys**  
  Unit 1, Lesson 3  
  *How Tia Lola Came to Stay* | |
|  | **RL.4.10** | I can explain *and locate* which portions of a text I understand and which portions I don’t. *(RL 4.10)* | Unit 2, Lesson 8  
*Me and Uncle Romie*  
  | |  
|  | **W.4.9** | I can list questions *that I have about a text* and ask for help in order to understand portions of a text that are too difficult for me. *(RL 4.10)* | Unit 2, Lesson 9  
*Dear Mr. Winston*  
  | |  
|  | **W.4.9.A** | I can determine reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult text. *(RL 4.10)* | Unit 3, Lesson 14  
*The Dove and the Ant*  
  | |  
|  |  | I can define and determine *textual evidence* ("word for word support") that supports my analysis, reflection, and/or research by drawing evidence from literary or informational texts. *(W.4.9)* | Unit 2, Lesson 8 - Day 4  
*Sidewalk Artists*  
  | |  
|  |  | I can compose written responses and include textual evidence to *describe in depth a character, setting, or* | **Journeys**  
  Unit 2, Lesson 6- Day 1 *(2014)*  
  *Invasion from Mars*  
  | |  
|  |  |  | **Ready Common Core-**  
  Unit 2, Lesson 12- *Supporting Inferences About Literary Texts* | |
the text [e.g., a character's thoughts, words, or actions].

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.

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

<table>
<thead>
<tr>
<th>Instructional Plan</th>
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<tbody>
<tr>
<td><strong>NJSLS</strong></td>
</tr>
</tbody>
</table>
| RI.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says | I can read closely and find answers explicitly in text (right there answers) and use those answers to create an inference (what I know and what I have read in the text tells me...)(RI 4.1) | 1. Read Aloud - *Turning and Talking/ Accountable Talk* - *Think Aloud and Model* | Journeys  
Unit 2, Lesson 7  
Coming Distractions  
Unit 2, Lesson 10 |
<table>
<thead>
<tr>
<th><strong>ELA/SS Grade 4</strong></th>
<th><strong>RL.4.4</strong></th>
<th><strong>RI.4.4</strong> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W.4.9</strong> Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td></td>
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<tr>
<td><strong>W.4.9.B</strong> Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</td>
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<tr>
<td><strong>L.4.2.B</strong> Use commas and quotation marks to mark direct speech and quotations from a text.</td>
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<tr>
<td><strong>-Think Aloud and Model</strong></td>
<td><strong>-Chart Making Inferences in an informational text</strong></td>
<td></td>
</tr>
<tr>
<td><strong>-Model referring to the text for evidence as support in an informational text</strong></td>
<td><strong>-Chart “Textual Evidence” (anchor chart) in an informational text</strong></td>
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</tr>
<tr>
<td>3. Independent Reading (15-20 minutes per day)</td>
<td><strong>-Focus on making inferences and using textual evidence as support in an informational text</strong></td>
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<tr>
<td><strong>-Respond to Text</strong></td>
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<tr>
<td>4. Confer With Students</td>
<td></td>
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<tr>
<td>5. Small-group Instruction (mini-lessons, guided reading, skills groups)</td>
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<tr>
<td><strong>Jose Born to Dance</strong></td>
<td><strong>Unit 3, Lesson 11</strong></td>
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<tr>
<td><strong>The Screech Owl Who Liked Television</strong></td>
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<tr>
<td><strong>Unit 2, Lesson 9</strong></td>
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<tr>
<td><strong>Read Aloud-Is Sasquatch Out There?</strong></td>
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<td><strong>Unit 2, Lesson 7 - Day 4 (2014)</strong></td>
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<td><strong>How Do They Do That?</strong></td>
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<td><strong>Unit 3, Lesson 11 - Day 1 (2014)</strong></td>
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<td><strong>Hurricanes: Earth’s Mightiest Storms</strong></td>
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<td><strong>Unit 3, Lesson 11 - Day 4 (2014)</strong></td>
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<td><strong>Recovering From Katrina</strong></td>
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<td><strong>Unit 3, Lesson 12- Day 4 (2014)</strong></td>
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<td><strong>Twisters</strong></td>
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<td><strong>Ready Common Core</strong></td>
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<td><strong>Unit 1, Lesson 1</strong></td>
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<tr>
<td><strong>Finding Main Ideas and Details</strong></td>
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<tr>
<td>L.4.2.D</td>
<td>Spell grade-appropriate words correctly, consulting references as needed.</td>
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<tr>
<td>L.4.6</td>
<td>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</td>
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</table>

<table>
<thead>
<tr>
<th>R.I.4.10</th>
<th>By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I can explain and locate which portions of a text I understand and which portions I don’t by using reading and note-taking strategies. (RL.4.10)</td>
</tr>
<tr>
<td></td>
<td>I can list and write down questions that I have about a text and ask for help in order to understand portions of a text that are too difficult for me. (RL.4.10)</td>
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<tr>
<td></td>
<td>I can determine reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult text. (RL.4.10)</td>
</tr>
</tbody>
</table>

| L.4.4.A | Use context (e.g., definitions, examples, or restatements in and making connections. (L.4.2.B) |
|         | I can spell grade-appropriate words correctly, while consulting references as needed when creating a written piece. (L.4.2.D) |
|         | I can acquire and use accurately grade-appropriate general academic and domain-specific words including those that signal precise actions, emotions, or states of being and that are basic to a particular topic(s) when creating a written piece. (L.4.6) |
|         | I can use context as a clue to the meaning of a word or phrase |

Instructional Supports and Scaffolds

Instructional Strategy to teach WALT
text) as a clue to the meaning of a word or phrase.

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

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

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### Instructional Plan

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<thead>
<tr>
<th>NJSLS</th>
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</thead>
</table>
| **RL.4.2** | I can use details to determine the theme of a text. *(RL 4.2)* | 1. Read Aloud  
- *Turning and Talking* / *Accountable Talk*  
- *Think Aloud and Model*  
2. Direct Instruction (mini-lessons, guided reading, skills groups)  
- *Think Aloud and Model*  
- Chart how to identify theme (see example R.L.4.2 Sample Anchor Chart)  
- Chart how to summarize text  
- Identify and list the parts of a drama | Journeys  
Unit 1, Lesson 1  
*Because of Winn-Dixie*  
Unit 1, Lesson 4  
*The Power of W.O.W.* (play)  
Unit 1-Extending the Common Core - C11-C13 |
| **RL.4.10** | I can understand the structure of a drama and write a summary stating the key points of a text. *(RL 4.2)* | Journeys  
*Because of Winn-Dixie*  
*The Power of W.O.W.* (play)  
Unit 1-Extending the Common Core - C11-C13 | |
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</table>
| **RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text. | I can define and determine the main idea (who or what a text is mainly about). (RI.4.2) | 1. Read Aloud  
- Turning and Talking/ Accountable Talk  
- Think Aloud and Model | Harcourt Social Studies  
Unit 1, Lesson 3  
Climate and Resources |
| **RI.4.4** Determine the meaning of general academic and domain-specific words or phrases as they are used in a text (different ways to say the same thing, e.g., stroll instead of walk). (RI 4.4) | I can summarize the text. (RI.4.2)  
I can identify key details in the text and explain how they support the main idea. (RI.4.2)  
I can identify general academic words or phrases as they are used in a text (different ways to say the same thing, e.g., stroll instead of walk). (RI 4.4) | 2. Direct Instruction (mini-lessons, guided reading, skills groups)  
- Think Aloud and Model  
- Chart Five Steps to Help Identify the Main Idea (see example 5 Steps to Help Identify Main Idea)  
- Model using graphic organizer to identify Main Idea and Details  
- Model how to synthesize new information and add to understanding of main idea | Journeys  
Unit 1, Lesson 1  
Knowing Noses - Search and Rescue Dogs |
|  |  |  | Unit 2, Lesson 7  
Coming Distractions - Questioning Movies |
|  |  |  | Unit 3, Lesson 15  
Forests Are Forever |
<table>
<thead>
<tr>
<th>ELA/SS Grade 4</th>
<th>25</th>
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</thead>
<tbody>
<tr>
<td><strong>phrases in a text relevant to a grade 4 topic or subject area.</strong></td>
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<tr>
<td><strong>R.I.4.10</strong></td>
<td>By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</td>
</tr>
<tr>
<td><strong>L.4.5.A</strong></td>
<td>Explain the meaning of simple similes and metaphors (e.g., <em>as pretty as a picture</em>) in context.</td>
</tr>
<tr>
<td><strong>L.4.5.B</strong></td>
<td>Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
</tr>
<tr>
<td><strong>L.4.5.C</strong></td>
<td>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but different meanings.</td>
</tr>
<tr>
<td><strong>-Discuss the challenges of reading informational texts</strong></td>
<td></td>
</tr>
<tr>
<td>3. Independent Reading (15-20 minutes per day)</td>
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<tr>
<td>-Focus on the main ideas of a text and recount the key details that support the main idea.</td>
<td></td>
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<tr>
<td>-Provide objective summary of the text</td>
<td></td>
</tr>
<tr>
<td>-Respond to Text</td>
<td></td>
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<tr>
<td>4. Confer With Students</td>
<td></td>
</tr>
<tr>
<td>5. Small-group Instruction (mini-lessons, guided reading, skills groups)</td>
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</tr>
<tr>
<td><strong>Unit 3, Lesson 11 - Day 1 (2014)</strong></td>
<td>Hurricanes: Earth’s Mightiest Storms</td>
</tr>
<tr>
<td><strong>Unit 3, Lesson 11 - Day 4 (2014)</strong></td>
<td>Recovering From Katrina</td>
</tr>
<tr>
<td><strong>Unit 3, Lesson 13 - Day 4 (2014)</strong></td>
<td>Cold, Cold Science</td>
</tr>
<tr>
<td><strong>Ready Common Core</strong></td>
<td></td>
</tr>
<tr>
<td>Unit 1, Lesson 5</td>
<td>Summarizing Informational Texts</td>
</tr>
<tr>
<td><strong>Suggested Resource:</strong></td>
<td>Readworks.org</td>
</tr>
</tbody>
</table>
not identical meanings (synonyms).

6.1.4.B.7
Explain why some locations in New Jersey and the United States are more suited for settlement than others.

6.1.4.B.8
Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

<table>
<thead>
<tr>
<th>NJSLS</th>
<th>WALT I Can...</th>
<th>Instructional Strategy to teach WALT:</th>
<th>Journey/Harcourt/Heinemann Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I can describe what makes an area good for settlement by referring to details and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. (6.1.4.B.7, RI.4.1)</td>
<td>Journey/Harcourt/Heinemann Resources</td>
<td></td>
</tr>
</tbody>
</table>
RI.4.5
Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

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

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

L.4.6
I can understand the different ways texts are organized, such as chronological, compare/contrast, cause/effect, and problem/solution. (RI 4.5)

I can identify how a text is structured and describe how events, ideas, concepts, or information are structured in a text. (RI 4.5)

I can identify general academic words or phrases as they are used in a text (different ways to say the same thing, e.g., stroll instead of walk) and domain specific words or phrases (content words, e.g., sedimentary, igneous, metamorphic) in a text. (RI 4.4)

I can explain and locate which portions of a text I understand and which portions I don’t. (RL.4.10)

I can list questions that I have about a text and ask for help in order to understand portions of a text that are too difficult for me. (RL.4.10)

I can determine reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult text. (RL.4.10)

1. Read Aloud
   - Turning and Talking/ Accountable Talk
   - Think Aloud and Model

2. Direct Instruction (mini-lessons, guided reading, skills groups)
   - Think Aloud and Model
   - Chart Nonfiction Text structure (see example R.I.4.5 Sample Anchor Chart)
   - Introduce Anchor Chart with signal words that identify text structure (see example R.I.4.5 Sample Anchor Chart)

3. Independent Reading (15-20 minutes per day)
   - Focus on nonfiction text structure and signal words
   - Respond to Text

4. Confer With Students

5. Small-group Instruction (mini-lessons, guided reading, skills groups)

Journeys
Unit 1, Lesson 3
Pizza Pizzazz

Unit 2, Lesson 7
Coming Distractions - Questioning Movies

Unit 2, Lesson 10
Jose Born to Dance

Unit 3, Lesson 13
On My Way to Meet Khan

Journeys
Unit 1, Lesson 3 - Day 2 (2014)
My Librarian is a Camel

Unit 3, Lesson 11 - Day 1 (2014)
Hurricanes: Earth’s Mightiest Storms

Unit 3, Lesson 11 - Day 4 (2014)
Recovering from Katrina

Harcourt Social Studies
Unit 1, Lesson 1
Where is New Jersey?

Unit 1, Lesson 2
New Jersey’s Natural Regions
(Compare/Contrast different regions of NJ)

Unit 1, Lesson 3
Climate and Resources
(Cause/Effect)

Discovery Techbook
Streaming Plus
American Geography Close-Ups: Maps, Regions, Resources, and Climate
<table>
<thead>
<tr>
<th>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6.1.4.B.10</strong> Identify major cities in New Jersey, as well as in the United States, and the world, and explain how geographic and demographic tools (e.g., maps, globes, data visualizations) can be used to understand cultural differences.</td>
</tr>
<tr>
<td>I can read multiple texts and 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 and that are basic to a particular topic (L.4.6)</td>
</tr>
<tr>
<td><strong>R.I.4.7</strong> Interpret information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, timelines, I can use various strategies (e.g., context clues, root words, affixes) to determine the meaning of general academic and domain specific words and phrases in a text by using textual features, glossaries in a chapter or in the appendix. (6.1.4.B.10, RI.4.4)</td>
</tr>
<tr>
<td>I can explain how geographic tools can be used to help identify major cities in New Jersey, as well as the United States, and the world while using geographic tools, such as maps, globes, and data visualizations by determining how the maps, globes and data visualization help me to understand what information displayed connects with where each physical feature would be identified from a small scale to a larger scale. (6.4.1.B.10, RI.4.7)</td>
</tr>
</tbody>
</table>
| Location, Size, and Regions of the U.S.  
The Population of the U.S  
Ready Common Core  
Unit 3, Lesson 14  
Text Structures, Part 1: Cause-Effect and Compare-Contrast  
Suggested Resource: Readworks.org |
animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

cultural differences by interpreting information that is presented orally, or quantitatively through a variety of informational texts which can be used to answer by drawing information from the text and illustrations, maps and graphs. (6.1.4.B.10, RI.4.7)

I can determine the meaning of general academic and domain-specific words or phrases in a text by looking at text features (titles, glossary, bolded words, headings, captions) or illustrations such as maps, globes and data visualization to help me figure out what is being explained on page(s) and/or the sections. (6.1.4.B.10, RI.4.4)

I can identify and explain events, ideas and information in the text by analyzing the structure of the texts, including how specific sentences, paragraphs and larger portions of the text relate to each to each other and the whole by analyzing how the main sections of the text are organized and how the author organized the text to help me understand the meaning of the text. (6.1.4.B.10, RI.4.5)

<table>
<thead>
<tr>
<th>NJSLS</th>
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<th>Instructional Strategy to teach WALT:</th>
<th>Journey/Harcourt/Heinemann Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.4.8</td>
<td>I can locate reasons and evidence which support the main idea of a text. (RI 4.8)</td>
<td>1. Read Aloud - Turning and Talking/ Accountable Talk - Think Aloud and Model</td>
<td>Journeys</td>
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<tr>
<td></td>
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<td></td>
<td>Unit 1, Lesson 2</td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
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<tr>
<td><strong>RI.4.4</strong></td>
<td>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>RI.4.10</strong></td>
<td>By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</td>
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</tbody>
</table>

**I can explain how reasons and evidence in a text support the main idea.** *(RI 4.8)*

I can identify general academic words or phrases as they are used in a text (different ways to say the same thing, e.g., stroll instead of walk) and domain specific words or phrases (content words, e.g., sedimentary, igneous, metamorphic) in a text. *(RI 4.4)*

I can use various strategies (e.g., context clues, root words, affixes) to determine the meaning of general academic and domain specific words and phrases in a text. *(RI 4.4)*

I can locate and use resources (e.g., glossary, footnote, dictionary) to assist me in determining a meaning of unknown words and phrases. *(RI 4.4)*

I can explain and locate which portions of a text I understand and which portions I don’t by using reading and note-taking strategies... *(RI.4.10)*

I can list and write down questions that I have about a text and ask for help in order to understand portions of a text that are too difficult for me. *(RI 4.10)*

I can determine reading strategies (e.g., ask questions, make connections, take notes, make...)

**2. Direct Instruction (mini-lessons, guided reading, skills groups)**

- Think Aloud and Model
- Chart Main Idea and details using graphic organizer (See example R.I.4.8 Sample Anchor Chart)

**3. Independent Reading (15-20 minutes per day)**

- Focus on main ideas and supporting details
- Respond to Text

**4. Confer With Students**

**5. Small-group Instruction (mini-lessons, guided reading, skills groups)**

**The Troublemaker Who Healed a Nation**

Unit 2, Lesson 9
*Is Sasquatch Out There*

Unit 3, Lesson 11
*Frisky Whiskers*

Unit 1, Lesson 3 - Day 2 *(2014)*
*My Librarian is a Camel*

Unit 3, Lesson 11 - Day 2 *(2014)*
*Harcourts Social Studies*

Unit 1, p. 24 Virtual Field Trip
*The Delaware Water Gap* (find reasons and evidence to support author’s view)

**Suggested Resource:**
*Readworks.org*

**Discovery Techbook**
*Streaming Plus*
*Moving to America: Then and Now*

**Website Resources**
*6 Activities Exploring Prejudice and Discrimination*

**Time For Kids**
*An Oven For All*

**Ready Common Core**
<table>
<thead>
<tr>
<th>W.4.9</th>
<th>Draw evidence from literary or informational texts to support analysis, reflection, and research.</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.4.9.B</td>
<td>Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</td>
</tr>
<tr>
<td>L.4.4.A</td>
<td>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</td>
</tr>
<tr>
<td>L.4.4.B</td>
<td>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</td>
</tr>
<tr>
<td>L.4.4.C</td>
<td>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</td>
</tr>
<tr>
<td>W.4.9</td>
<td>I can define and determine textual evidence (“word for word support”) that supports my analysis, reflection, and/or research by drawing evidence from literary or informational texts. (W.4.9)</td>
</tr>
<tr>
<td>Unit 5, Lesson 23 Explaining an Author’s Reasons and Evidence</td>
<td></td>
</tr>
</tbody>
</table>
### Instructional Plan

<table>
<thead>
<tr>
<th>NJSLS</th>
<th>WALT I Can...</th>
<th>Instructional Strategy to teach WALT:</th>
<th>Journey/Harcourt/Heinemann Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RL.4.4</strong>&lt;br&gt; Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</td>
<td>I can use various strategies (eg. context clues, root words, affixes) to determine the meanings of words and phrases as they are used in a text. (RL 4.4) &lt;br&gt; I can recognize and determine the meaning of words and phrases that refer to characters found in mythology. (RL 4.4)</td>
<td>1. Read Aloud &lt;br&gt;-Turning and Talking/ Accountable Talk &lt;br&gt;-Think Aloud and Model &lt;br&gt;2. Direct Instruction (mini-lessons, guided reading, skills groups) &lt;br&gt;-Think Aloud and Model &lt;br&gt;-List vocabulary and phrases that an author uses to enhance the text (author’s craft such as hyperboles, similes, metaphors, personification, idioms, sensory details) &lt;br&gt;3. Independent Reading (15-20 minutes per day) &lt;br&gt;-Focus on an author’s craft (hyperboles, similes, metaphors, personification, idioms, sensory details)</td>
<td>Journeys &lt;br&gt;Unit 1, Lesson 4 &lt;br&gt;<em>The Power of W.O.W.</em> &lt;br&gt;Unit 1, Lesson 5 &lt;br&gt;<em>Stormalong</em> &lt;br&gt;Unit 2, Lesson 6 &lt;br&gt;<em>Once Upon a Cool Motorcycle Dude</em> &lt;br&gt;Journeys Magazine-&lt;br&gt;<em>Hercules’ Quest</em> pg. RA44 &lt;br&gt;Unit 1, Lesson 3 &lt;br&gt;<em>Hannah in California</em></td>
</tr>
<tr>
<td><strong>RL.4.10</strong>&lt;br&gt; By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level</td>
<td>I can read multiple non-fiction texts and describe how stereotyping and prejudice can lead to conflict, using examples from the past and present by explaining how an author uses reasons and evidence to support particular points in a text. (6.1.4.D.16, RI.4.8)</td>
<td><strong>Instructional Strategy to teach WALT:</strong></td>
<td>Journeys &lt;br&gt;Journeys Magazine-&lt;br&gt;<em>Hercules’ Quest</em> pg. RA44</td>
</tr>
<tr>
<td><strong>6.1.4.D.16</strong> Describe how stereotyping and prejudice can lead to conflict, using examples from the past and present.</td>
<td>I can read multiple non-fiction texts and describe how stereotyping and prejudice can lead to conflict, using examples from the past and present by explaining how an author uses reasons and evidence to support particular points in a text. (6.1.4.D.16, RI.4.8)</td>
<td></td>
<td><strong>Reading Resources</strong></td>
</tr>
<tr>
<td><strong>6.1.4.D.20</strong> Describe why it is important to understand the perspectives of other cultures in an interconnected world.</td>
<td>I can read multiple non-fiction texts and describe why it is important to understand the perspectives of other cultures in an interconnected world by explaining how an author uses reasons and evidence to support particular points in a text. (6.1.4.D.20, RI.4.8)</td>
<td></td>
<td><strong>Journeys</strong></td>
</tr>
</tbody>
</table>

**Reading Instructional Resources**

1. **Journeys**
   - Unit 1, Lesson 4 *The Power of W.O.W.*
   - Unit 1, Lesson 5 *Stormalong*
   - Unit 2, Lesson 6 *Once Upon a Cool Motorcycle Dude*

2. **Journeys Magazine**
   - *Hercules’ Quest* pg. RA44

3. **Harpeth River Resources**
   - *Hannah in California*
I can list questions that I have about a text and ask for help in order to understand portions of a text that are too difficult for me. (RL 4.10)

I can determine reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult text. (RL.4.10)

**Instructional Plan**

<table>
<thead>
<tr>
<th>NJSLS</th>
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<th>Journey/Harcourt/Heinemann Resources</th>
</tr>
</thead>
</table>
| 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. | 1. Read Aloud  
- Turning and Talking/ Accountable Talk  
- Think Aloud and Model  
2. Direct Instruction (mini-lessons, guided reading, skills groups)  
- Think Aloud and Model  
- Use graphic organizer to identify important information from two texts  
- Demonstrate Conversation circles to speak about topic  
- Chart sentence stems for conversation starters  
3. Independent Reading (15-20 minutes per day)  
- Focus on pulling information from two texts  
- Respond to Text  
4. Confer With Students | Journeys  
Unit 3, Lesson 17  
The Right Dog for the Job  
with  
Unit 1, Lesson 4  
Knowing Noses |
| R.I.4.10       | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | 1. Read Aloud  
- Turning and Talking/ Accountable Talk  
- Think Aloud and Model  
2. Direct Instruction (mini-lessons, guided reading, skills groups)  
- Think Aloud and Model  
- Use graphic organizer to identify important information from two texts  
- Demonstrate Conversation circles to speak about topic  
- Chart sentence stems for conversation starters  
3. Independent Reading (15-20 minutes per day)  
- Focus on pulling information from two texts  
- Respond to Text  
4. Confer With Students | Journeys  
Unit 4, Lesson 19  
The Father of India  
with  
Harcourt Social Studies  
Unit 1, p. 41  
Chief Oratam  
Nelson Mandela- Dogo News article |
By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

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

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

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

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

**L.4.4.C** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine a meaning of unknown words and phrases. *(RI 4.4)*

I can write or speak about a topic accurately after reading several texts on the topic and include information from each source. *(W.4.9)*

I can use context as a clue to the meaning of a word or phrase when creating a well written response or piece. *(L.4.4.A)*

I can apply the use of common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word(s) when writing a well written response or piece. *(L.4.4.B)*

I can locate portions of a text that I understand versus portions that I don’t understand. *(RI 4.10)*

5. Small-group Instruction (mini-lessons, guided reading, skills groups)

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</table>
|   |   | Unit 1, Lesson 2  
*The Trouble Maker Who Healed a Nation* |
|   |   | Unit 6, Lesson 28 - Day 3  
*Dinosaur Bone with Museum Farewell* |
|   |   | Unit 3, Lesson 11 - Day 4 *(2014)*  
*Recovering From Katrina with* |
|   | Unit 3, Lesson 12 - Day 4 *(2014)*  
*Twisters* |
|   |   | Harcourt Social Studies  
*The Lenape* |
|   | Website Resources  
*About the Lenapes* |
|   | Ready Common Core  
*Integrating Information from Two Sources* |
|   | Suggested Resource:  
*Readworks.org* |
or clarify the precise meaning of key words and phrases.

**6.1.4.D.10** Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.

<table>
<thead>
<tr>
<th>and analyzing a non-fiction text. (L.4.4.C)</th>
</tr>
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<tbody>
<tr>
<td>I can analyze and describe the Lenape culture and discuss how Lenape beliefs and values were handed down over time by integrating and reflecting on (e.g. practical knowledge, historical/cultural context, and background knowledge) by reading two informational texts on the same topic and taking notes in a two column format, drawing arrows or lines to connect information that is the same. (6.1.4.D.10, RI.4.9)</td>
</tr>
<tr>
<td>I can discuss how preserving Lenape heritage connects present events to the past by integrating and reflecting on (e.g. practical knowledge, historical/cultural context, and background knowledge) by reading two informational texts on the same topic and taking notes in a two column format, drawing arrows or lines to connect information that is the same. (6.1.4.D.10, RI.4.9)</td>
</tr>
<tr>
<td>I can read multiple non-fiction texts to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey. by integrating and reflecting on (e.g. practical knowledge, historical/cultural context, and</td>
</tr>
</tbody>
</table>
background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably. (6.1.4.D.10, RI.4.9)

I can determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area such as the Native American group Lenni Lenape by reading through text, identifying difficult words using text and surrounding photos and captions to figure out what this word or phrase means. (6.1.4.D.10, RI.4.4)

| **Technology** | 8.1.5.D.2 Analyze the resource citations in online materials for proper use.
8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. |

| **NJSLs** | [https://www.state.nj.us/education/cccs/2016/ela/](https://www.state.nj.us/education/cccs/2016/ela/) |

| **PARCC Evidence Table** | 4th grade reading evidence |
Summary of Unit: By the end of Marking Period 2, students will be able to:

- interpret information presented visually, orally or quantitatively and explain how the information contributes to an understanding of the text
- determine the main idea of a text and explain how it is supported by key details
- determine a theme of a story, drama, or poem from details in the text
- summarize text
- understand the different ways texts are organized, such as chronological, compare/contrast, cause/effect, and problem/solution
- make connections between the text of a story or drama and a visual or oral presentation of the text and recognize where specific details from the text are presented in the visual or oral presentation
- explain how an author uses reasons and evidence to support particular points in a text
- explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on text evidence
- understand the difference between a firsthand and secondhand account of the same event or topic
- integrate information from two texts on the same topic in order to write or speak about the subject
- determine the meaning of words
- determine the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey
- summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they faced
- describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey
- compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities
- explain the role Governor William Livingston played in the development of New Jersey government
- determine the significance of New Jersey's role in the American Revolution
- explain the role of historical symbols, monuments, and holidays and how they affect the American identity
- explain how key events led to the creation of the United States and the state of New Jersey
- relate key historical documents to present day government and citizenship
- describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government
- relate advances in science and technology to environmental concerns, and to actions taken to address them
- describe how the development of different transportation systems impacted the economies of New Jersey and the United States

Social and Emotional Learning Competencies

- Acquire and apply the knowledge, attitudes and skills necessary to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
Suggested holidays for Marking Period 2:

Social Studies Resources
- Thanksgiving
- Martin Luther King's Birthday

Reading Anchor Charts

Sample Lesson Plans

Ongoing source for digital literacy:
- Newsela

21st Century/Future Ready Skills
21st Century Crosswalk
Future Ready Skills Organizer
- Backchanneling: opportunities for digital conversation with sites like TodaysMeet, Padlet, Edmodo
- Collaborative learning on Google apps (Docs, Forms, Slides, Sheets, etc)
- Self-reflection and Self-assessment
- Collaborate to draw conclusions, understanding and tolerating other opinions
- Use text and research to problem solve
- Respond to text and information through online platforms, such as blogs, youtube, podcasts
- Communicate and articulate thoughts accurately
- Digital Storytelling
- Project/Problem based learning opportunities (examples, but not limited to):
  - Debate
  - Webquest creation
  - Point of View Plays

Types of Assessments (assessments directly correlated to standards taught throughout the unit):

Formative Assessment (daily checks for understanding):

- Reader Response (web based: Kidblog Edublogs Backchanneling and podcasting sites)
- Questioning (game/web based: Kahoot! Pear Deck EDpuzzle Plickers Google products)
- Exit ticket
- Interactive notebooks
- Teacher observations

Performance Based Task
Harcourt - Unit 2 TE p. 49p-49q

Biz World Movie Create a Biz World Movie about the exploration and settlement of New Jersey highlighting important people, places, and events in the state. Newspapers should include text and graphic features (maps, timelines, photographs, diagrams, etc…), as well as articles to enhance understanding.

Data driven instruction will enhance our ability to monitor the progress of our students. It is essential that we adjust our instructional plan to meet the needs of our students; so that by the end of a lesson or a weekly assessment 75% of our students can apply learning.
<table>
<thead>
<tr>
<th>NJSLS NJ Student Learning Standards</th>
<th>WALT I Can…</th>
<th>Instructional Strategy to teach WALT:</th>
<th>Journey/Harcourt/Heinemann Resources</th>
</tr>
</thead>
</table>
| **RL.4.2** Determine the key details to identify theme in a story, drama, or poem and summarize the text. | I can use details to determine the theme of a text. *(RL.4.2)*  
I can summarize the text. *(RL.4.2)* | 1. Read Aloud  
-Turning and Talking/ Accountable Talk  
-Think Aloud and Model  
2. Direct Instruction (mini-lessons, guided reading, skills groups)  
-Think Aloud and Model  
-Refer to chart on how to identify theme  
-Use graphic organizer to summarize text  
-Identify and list the parts of a drama  
3. Independent Reading (15-20 minutes per day)  
-Focus on summarizing and identifying theme  
-Identify parts of a drama  
- Respond to Text  
4. Confer With Students  
5. Small-group Instruction (mini-lessons, guided reading, skills groups) | **Journeys**  
Unit 3, Lesson 14  
The Dove and the Ant  
Unit 4, Lesson 16  
Riding Freedom  
Unit 4, Lesson 18- Read Aloud- Darnell Tries Harder  
Unit 4, Lesson 20- Native American Nature Poetry  
**Ready Common Core**  
Unit 2, Lesson 9- Determining Settings and Events in Stories  
Unit 2, Lesson 10- Determining the Theme of Poem  
**PDF**  
Good and Bad Children  
**LearnZillion-** Video- Determine the Theme of a Story |
| **NJSLS.RL.4.10** By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. | I can explain which portions of a text I understand and which portions I don’t.*(RL.4.2)*  
I can locate portions of a text that are difficult for me. *(RL.4.10)*  
I can list questions, as I have about a text and ask for help in order to understand portions of a text that are too difficult for me. *(RL.4.10)*  
I can determine reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult text. *(RL.4.10)*  
I can define textual evidence (“word for word” support) *(RL.4.10)*  
I can determine textual evidence that supports my analysis, |
**W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

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

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

---

I can draw evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)

I can apply 4th grade reading standards to literature while creating a written piece to include e.g. description of character (s), setting or event in a story or drama, etc. (W.4.9)

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I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research. (RL.4.10)

I can use context as a clue to the meaning of a word or phrase when creating a well written response or piece. (L.4.4.A)

I can apply the use of common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word(s) when writing a well written response or piece. (L.4.4.B)

I can consult reference materials, both print and digital, to find the pronunciation and determine or
| L.4.4.C | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. | clarify the precise meaning of key words or phrases when reading and analyzing a non-fiction text. (L.4.4.C) |

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<table>
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<tr>
<td>RI.4.2</td>
<td>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
<td>I can define and determine the main idea (who or what a text is mainly about). (RI.4.2) I can summarize the text. (RI.4.2) I can identify key details in the text and explain how they support the main idea. (RI.4.2)</td>
<td>Journeys Unit 3 - T164-T165 Unit 3 - T328-Y329 Unit 3, Lesson 13 Antarctic Journal Unit 3, Lesson 14 The Life and Times of the Ant Unit 3, Lesson 15- Read Aloud-Forests Are Forever Unit 3, Lesson 11- Read Aloud-Frisky Whiskers Unit 1, Lesson 3 - Day 2 (2014) My Librarian is a Camel Unit 1, Lesson 3 - Day 4 (2014) From Idea to Book Unit 1, Lesson 4 - Day 4 (2014) The Kid's Guide to Money Unit 2, Lesson 6- Day 4 (2014) The History of Radio</td>
</tr>
<tr>
<td>6.1.4.D.1</td>
<td>Determine the impact of European colonization on Native American populations, including the</td>
<td>I can explain and summarize reasons why various groups immigrated to New Jersey and America, and describe the challenges they encountered</td>
<td></td>
</tr>
</tbody>
</table>

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| Instructional Plan |

1. Read Aloud - Turning and Talking/ Accountable Talk - Think Aloud and Model
2. Direct Instruction (mini-lessons, guided reading, skills groups) - Think Aloud and Model
- Chart Main Idea and Details using graphic organizer
- Model how to synthesize new information and add to understanding of main idea
- Discuss the challenges of reading informational texts
3. Independent Reading (15-20 minutes per day) - Focus on the main ideas of a text and recount the key details that support the main idea.
- Provide objective summary of the text
- Respond to Text
4. Confer With Students
| Lenni Lenape of New Jersey. | through determining the main idea of a text and explain how it is supported by specific key details, and events and/or summarize the text by using details and facts from the text to support the main idea. (6.1.4.D.2, RI.4.2) I can describe European settlements in New Jersey and how settlement affected the Lenape by referring to details and examples in a text by determining the main idea of a text and explain how it is supported by specific key details, and events and/or summarize the text by using details and facts from the text to support the main idea. (6.1.4.D.10, RI.4.2) I can explain how religion was a factor to why various groups immigrated to New Jersey and America through explaining how an author uses reasons and evidence to support particular points in texts by determining the main idea of a text and explain how it is supported by specific key details, and events and/or summarize the text by using details and facts from the text to support the main idea. (6.1.4.D.10, RI.4.2) I can discuss how preserving Lenape heritage connects present events to the past by determining the main idea of a text and explain how it is supported by specific key details, and events and/or summarize the text by |
| 6.1.4.D.2 Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered. | 5. Small-group Instruction (mini-lessons, guided reading, skills groups) |
| 6.1.4.D.10 Describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey. | |

**Ready Common Core**
- Unit 1, Lesson 1
  *Finding Main Ideas and Details*
- Unit 1, Lesson 5
  *Summarizing Informational Texts*

**Harcourt Social Studies**
- Unit 2, Lesson 1
  *Europeans Arrive*

**Suggested Resource:**
- Readworks.org

**Website Resources**
- Teachertube Video - *The Effects of European Colonization*
- *Colonization of America*
- *Exploration of North America*
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

I can describe Lenape culture and discuss how Lenape beliefs and values were handed down over time by determining the main idea of a text and explain how it is supported by specific key details, and events and/or summarize the text by using details and facts from the text to support the main idea. (6.1.4.D.10, RI.4.2)

I can describe how the influence of Native American groups is manifested in different regions of New Jersey determining the main idea of a text and explain how it is supported by specific key details, and events and/or summarize the text by using details and facts from the text to support the main idea. (6.1.4.D.10, RI.4.2)

I can determine the meaning of unknown words and phrases that are general academic and domain-specific words or phrases in a text relevant to a grade 4 topic by utilizing text features, diagrams, footers or glossaries in the chapter or appendix. (6.1.4.D.2, RI.4.4)

RI.4.10 By the end of year, read and comprehend literary

I can locate portions of a text that I understand versus portions that I don’t understand. (RI.4.10)
nonfiction at grade level
text-complexity or above,
with scaffolding as
needed.

<table>
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<td>I can use reading and note-taking strategies that will help me locate portions of a text that are difficult for me. (RI.4.10)</td>
<td>1. Read Aloud</td>
<td>Journeys</td>
</tr>
<tr>
<td></td>
<td>I can write down questions I have about a text and ask for help in order to understand portions of a text that are too difficult for me. (RI.4.10)</td>
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<td></td>
</tr>
</tbody>
</table>
### 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.

I can use details and examples in a text to explain and draw inferences. (RL.4.1)

I can use details and examples in a text to make connections. (RL.4.1)

I can explain which portions of a text I understand and which portions I don’t. (RL.4.10)

I can locate portions of a text that are difficult for me and list questions/ ask for help in order to understand portions of a text that are too difficult for me. (RL 4.10)

I can determine reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult text. (RL.4.10)

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

I can define textual evidence (“word for word” support) and determine textual evidence that supports my analysis, reflection, and/or research. (W.4.9.B)

I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research. (W.4.9.B)

### -Turning and Talking/ Accountable Talk
-Think Aloud and Model

2. Direct Instruction (mini-lessons, guided reading, skills groups)

-Think Aloud and Model

-Refer to chart on how to Make Inferences

-Model referring to the text for evidence as support

-Refer to chart “Textual Evidence” (anchor chart - use sentence stems in writing)

3. Independent Reading (15-20 minutes per day)

-Focus on making inferences and using textual evidence as support

- Respond to Text

4. Confer With Students

5. Small-group Instruction (mini-lessons, guided reading, skills groups)

### Unit 3, Lesson 12 - Day 2
The Earth Dragon Awakes

Unit 3, Lesson 14
The Dove and the Ant

Unit 4 - T180-T181

Unit 4, Lesson 18
Moon Runner

Unit 2, Lesson 6- Read Aloud-Time Wishes Twice

Unit 2, Lesson 6 - Day 1 (2014)
Invasion from Mars

Learn Zillion- Video- Interpret a Title of a Poem (4.10)

Learn Zillion- Video- Use the Title of a Poem to Guide Your Reading (4.1)

Learn Zillion- Video- Use Imagery in a Poem to Visualize the Setting (4.1)

Learn Zillion- Video- Understand how an author develops setting by using words and phrases in the text (4.1)
<table>
<thead>
<tr>
<th><strong>L.4.4.A</strong> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can use context as a clue to the meaning of a word or phrase when creating a well-written response or piece. (L.4.4.A)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>L.4.4.B</strong> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can apply the use of common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word(s) when writing a well-written response or piece. (L.4.4.B)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>L.4.4.C</strong> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words or phrases when reading and analyzing a non-fiction text. (L.4.4.C)</td>
</tr>
<tr>
<td>NJSLS</td>
</tr>
<tr>
<td>-------------------------------------------</td>
</tr>
</tbody>
</table>
| RI.4.1 Refer to details and examples in a | I can read closely and find answers explicitly in text (right there answers) and find answers that require an inference (what I know and what I have read in the text tells me …).(RI.4.1) | 1. Read Aloud  
- Turning and Talking/ Accountable Talk  
- Think Aloud and Model | Journeys  
Unit 2, Lesson 9 - Day 4  
Field Guide to Snakes of the Southwest |
| examples in a text and make relevant      | I can locate portions of a text that I understand versus portions that I don’t understand and use reading and note-taking strategies that will help me locate portions of a text that are difficult for me. (RI.4.1) | 2. Direct Instruction (mini-lessons, guided reading, skills groups)  
- Think Aloud and Model | Unit 4, Lesson 17  
The Right Dog for the Job |
| connections when explaining what the text | I can locate and use resources (e.g., glossary, footnote, dictionary) to assist me in determining a meaning of unknown words and phrases. (RI.4.10) | - Refer to chart on Making Inferences in an informational text  
- Model referring to the text for evidence as support in an informational text | Unit 4, Lesson 19  
Harvesting Hope - The Story of Cesar Chavez |
| says explicitly and when drawing          | I can define textual evidence ("word for word" support) and determine textual evidence that supports my analysis, reflection, and/or research. (W.4.9) | - Refer to chart "Textual Evidence" (anchor chart) in an informational text; use sentence stems | Unit 4, Lesson 20  
Sacagawea |
| inferences from the text                  | I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research. (W.4.9.B) | 3. Independent Reading (15-20 minutes per day)  
-- Focus on making inferences and using textual evidence as support in an informational text | Unit 5, Lesson 21 - Read Aloud-Fun and Games on Range |
|                                           | I can use context as a clue to the meaning of a word or phrase | - Respond to Text | Unit 1, Lesson 3 - Day 2 (2014)  
My Librarian Is a Camel |
|                                           |                                                                               | 4. Confer With Students                                                                                   | Unit 2, Lesson 7 - Day 4 (2014)  
How Do They Do That? |
| **L.4.4.A** | I can apply the use of common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word(s) when writing a well written response or piece. (L.4.4.B) |
| **L.4.4.C** | I can consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words or phrases when reading and analyzing a non-fiction text. (L.4.4.C) |

**6.1.4.C.14**
Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

**6.1.4.D.2**
Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and describe the challenges they encountered.

| **Harcourt Social Studies** |
| **Unit 2, Lesson 2** |
| **The New Jersey Colony** |

| **Suggested Resource:** |
| **Readworks.org** |
| **Discovery Techbook** |
| **Streaming Plus** |
| **Moving to America: Then and Now** |
| **Immigrant** |
| **Immigration of Ellis Island** |
| **American Heritage: Immigration to the United States** |
| **New Jersey Topography** |

restatements in text) as a clue to the meaning of a word or phrase.

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

**L.4.4.C** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
I can compare different regions of New Jersey and determine the role that transportation plays in economic opportunities by referring 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. (6.1.4.C.14, RI.4.1)

I can compare different regions of New Jersey and determine the role that technology plays in economic opportunities by referring 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. (6.1.4.C.14, RI.4.1)

I can compare different regions of New Jersey and determine the role that the labor force plays in economic opportunities by referring 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. (6.1.4.C.14, RI.4.1)

I can read and analyze multiple non-fiction texts and summarize reasons why various groups immigrated to New Jersey referring 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.
I can read, analyze and explain how religion was a factor to why various groups immigrated to New Jersey and America by referring 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. (6.1.4.D.2, RI.4.1)

I can read multiple non-fiction, analyze and identify challenges immigrants encountered by referring 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. (6.1.4.D.2, RI.4.1)

### Instructional Plan

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<td></td>
<td>1. Read Aloud</td>
<td>Journeys</td>
<td></td>
</tr>
<tr>
<td>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.</td>
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</tr>
<tr>
<td>I can understand the different ways texts are organized, such as chronological, compare/contrast, cause/effect, and problem/solution and describe how events, ideas, concepts, or information are structured in a text. (RI.4.5)</td>
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<tr>
<td>RI.4.10 By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</td>
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<td></td>
</tr>
<tr>
<td>I can locate portions of a text that I understand versus portions that I don’t understand and use reading and note-taking strategies that will help me locate portions of a text that are difficult for me. (RI.4.10)</td>
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<tr>
<td>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</td>
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<tr>
<td>I can use various strategies (e.g., context clues, root words, affixes) to determine the meaning of general academic and domain specific words and phrases in a text. (RI.4.4)</td>
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<tr>
<td>6.1.4.D.7 Explain the role Governor William Livingston played in the development of New Jersey government.</td>
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<tr>
<td>I can locate and use resources (e.g., glossary, footnote, dictionary) to assist me in determining a meaning of unknown words and phrases. (RI.4.4)</td>
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</tr>
</tbody>
</table>
| -Turning and Talking/ Accountable Talk  
-Think Aloud and Model  
-Identify nonfiction text structure using signal words  
-Anchor Chart with signal words that identify text structure  
-Model identifying text structure |
| 2. Direct Instruction (mini-lessons, guided reading, skills groups)  
-Think Aloud and Model  
-Refer to Chart on Nonfiction Text structure |
| 3. Independent Reading (15-20 minutes per day)  
-Identify nonfiction text structure using signal words  
-Respond to Text  
4. Confer With Students  
5. Small-group Instruction (mini-lessons, guided reading, skills groups) |

**Harcourt Social Studies**  
Unit 2 - p. 54-57  
Unit 2, Lesson 3  
*The American Revolution*
<table>
<thead>
<tr>
<th>6.1.4.D.8</th>
<th>Determine the significance of New Jersey's role in the American Revolution.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I can read multiple non-fiction texts and describe the events leading to the American Revolution by describing 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. (6.1.4.D.8, RI.4.5)</strong></td>
<td></td>
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</table>

<table>
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<tr>
<th>6.1.4.D.17</th>
<th>Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I can read multiple non-fiction texts and discuss New Jersey's role during the American Revolution by describing 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. (6.1.4.D.8, RI.4.5)</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Suggested Resource:**
- Readworks.org
- Discovery Techbook
- Streaming Plus
- American Symbols of Freedom
- This is Our Country
- Website Resources
  - William Livingston
  - Revolutionary War New Jersey
symbols, monuments, and holidays affect the American identity by describing 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. (6.1.4.D.8, RI.4.5).
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</table>
| RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | I can identify and read charts, graphs, diagrams, timelines, animations, or web pages to learn about a topic. (RI.4.7)  
I can explain how charts, graphs, diagrams, timelines, animations, or web pages are helpful in learning about a topic. (RI.4.7)  
I can locate portions of a text that I understand versus portions that I don’t understand. (RI.4.10)  
I can use reading and note-taking strategies that will help me locate portions of a text that are difficult for me. (RI.4.10)  
I can write down questions I have about a text and ask for help in order to understand portions of a text that are too difficult for me. (RI.4.10)  
I can identify general academic words or phrases as they are used in a text (different ways to say the same thing, e.g., stroll instead of walk) and domain specific words or phrases (content words, e.g., sedimentary, igneous, metamorphic) in a text. (RI.4.4)  
I can use various strategies (e.g., context clues, root words, affixes) | 1. Read Aloud  
- Turning and Talking/ Accountable Talk  
- Think Aloud and Model  
2. Direct Instruction (mini-lessons, guided reading, skills groups)  
- Think Aloud and Model  
- Refer to chart on text features  
- Identify the purpose of text features  
- Discuss and chart the varied structures of Web pages. (emails vs. blogs)  
3. Independent Reading (15-20 minutes per day)  
- Focus on text features and understand their purpose  
- Respond to Text  
4. Confer With Students  
5. Small-group Instruction (mini-lessons, guided reading, skills groups) | Journeys  
Unit 2, Lesson 9 - Day 4  
Field Guide to Snakes of the Southwest  
Unit 3, Lesson 12  
Texas Twisters  
Unit 4, Lesson 19  
The Edible Schoolyard  
Unit 5- Magazine- Activity Central- pg. RA 72  
Ready Common Core  
Unit 5, Lesson 22  
Interpreting Visual Information  
Unit 2, Lesson 6 - Day 4 (2014)  
The History of Radio  
Unit 3, Lesson 11 - Day 2 (2014)  
Hurricanes: Earth’s Mightiest Storms  
Unit 3, Lesson 12 - Day 4 (2014)  
Twisters  
Unit 4, Lesson 19 - Day 4 (2014)  
Edible Schoolyard  
Learn Zillion- Video- Interpret Pictures and Photographs in an Informational Text |
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<thead>
<tr>
<th>NJSLS</th>
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</thead>
<tbody>
<tr>
<td><strong>RI.4.3</strong></td>
<td>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.</td>
<td>1. Read Aloud - <strong>Turning and Talking</strong>/ Accountable Talk - <strong>Think Aloud and Model</strong></td>
<td>Journeys</td>
</tr>
<tr>
<td></td>
<td>I can describe the events of a moment in history after reading about it. (RI.4.3)</td>
<td>2. Direct Instruction (mini-lessons, guided reading, skills groups) - <strong>Think Aloud and Model</strong></td>
<td>Unit 3, Lesson 14 - Day 2 <strong>The Life and Times of the Ant</strong></td>
</tr>
<tr>
<td></td>
<td>I can describe the main idea of a scientific process or discovery after reading about it. (RI.4.3)</td>
<td>- <strong>Model sequencing events in a historical text using important dates/time</strong></td>
<td>Unit 4, Lesson 20 <strong>Sacagawea</strong></td>
</tr>
<tr>
<td></td>
<td>I can describe the main idea of a text describing how something works. (RI.4.3)</td>
<td>- Use important events to discuss what happened and why</td>
<td>Unit 5, Lesson 22- Day 4 (2014) <strong>The Role of the Constitution</strong></td>
</tr>
<tr>
<td><strong>RI.4.2</strong></td>
<td>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
<td>3. Independent Reading (15-20 minutes per day) - <strong>Focus on events in historical texts and describe what happened and why.</strong></td>
<td><strong>Harcourt Social Studies</strong></td>
</tr>
<tr>
<td></td>
<td>I can define and determine the main idea (who or what a text is mainly about). (RI.4.2)</td>
<td>- Respond to Text</td>
<td>Unit 2, Lesson 4 <strong>The Constitution</strong></td>
</tr>
<tr>
<td></td>
<td>I can summarize the text. (RI.4.2)</td>
<td>4. Confer With Students</td>
<td><strong>Suggested Resource:</strong></td>
</tr>
<tr>
<td></td>
<td>I can identify key details in the text and explain how they support the main idea. (RI.4.2)</td>
<td>5. Small-group Instruction (mini-lessons, guided reading, skills groups)</td>
<td><strong>Readworks.org</strong></td>
</tr>
<tr>
<td><strong>6.1.4.D.4</strong></td>
<td>Explain how key events led to the creation</td>
<td></td>
<td><strong>Discovery Techbook</strong></td>
</tr>
<tr>
<td></td>
<td>to the creation of the United States and the state of New</td>
<td></td>
<td>Streaming Plus <strong>Holiday Facts and Fun: Constitution Day</strong></td>
</tr>
<tr>
<td></td>
<td>I can explain the events that led to the creation of the United States and the state of New</td>
<td></td>
<td><strong>Sssssshhh! We’re Writing the Constitution!</strong></td>
</tr>
</tbody>
</table>
of the United States and the state of New Jersey.

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

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

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

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

<table>
<thead>
<tr>
<th>Founding of Our Federal Government</th>
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</thead>
<tbody>
<tr>
<td>Website Resources</td>
</tr>
<tr>
<td>New Jersey Timeline</td>
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<tr>
<td>Ready Common Core</td>
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<td>Unit 1, Lesson 2</td>
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<td><em>Understanding Historical Texts</em></td>
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<tr>
<td>Unit 1, Lesson 3</td>
</tr>
<tr>
<td><em>Understanding Technical Texts</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>I can define textual evidence (&quot;word for word&quot; support) and determine textual evidence that supports my analysis, reflection, and/or research. (W.4.9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research (W.4.9.B)</td>
</tr>
<tr>
<td>I can use context as a clue to the meaning of a word or phrase when creating a well written response or piece. (L.4.4.A)</td>
</tr>
<tr>
<td>I can apply the use of common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word(s) when writing a well written response or piece. (L.4.4.B)</td>
</tr>
<tr>
<td>I can consult reference materials, both print and digital, to find the</td>
</tr>
</tbody>
</table>
### Instructional Plan

<table>
<thead>
<tr>
<th>NJSLS</th>
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</tr>
</thead>
</table>
| **RL.4.7** Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. | I can watch and hear a performance of a story or drama I've read and make connections to the text. (RI.4.7)  
I can recognize moments in a performance of a story or drama I've read where specific details from the text are presented. (RI.4.7)  
I can explain which portions of a text I understand and which portions I don’t. (RI.4.10)  
I can locate portions of a text that are difficult for me. (RI.4.10)  
I can list questions, as I have about a text and ask for help in order to understand portions of a text that are too difficult for me. (RI.4.10) | 1. Read Aloud  
-Turning and Talking/ Accountable Talk  
-Think Aloud and Model  
2. Direct Instruction (mini-lessons, guided reading, skills groups)  
-Think Aloud and Model  
-Model analyzing images to help with understanding of text  
-Demonstrate making connections between images and text  
3. Independent Reading (15-20 minutes per day)  
-Focus on visual and oral representations in a text  
-Make connections while reading  
- Respond to Text  
4. Confer With Students | Journeys  
Unit 1, Lesson 4  
The Power of W.O.W.  
Unit 1, Lesson 5 - Day 1  
Stormalong  
Unit 2, Lesson 6  
Once Upon a Cool Motorcycle Dude  
Unit 2, Lesson 9 - Day 2  
Dear Mr. Winston  
Unit 2, Lesson 6- Day 2 (2014)  
Invasion from Mars  
Learn Zillion- Video- Make Connections Between a Text and an Illustration  
Ready Common Core  
Unit 6 - Media Feature |
| **W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| **W.4.9.A** Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). |
| **L.4.4.A** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| **L.4.4.B** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). |
| **L.4.4.C** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words or phrases when reading. |

I can determine reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult text. (RI.4.10)

I can define textual evidence ("word for word" support) and determine textual evidence that supports my analysis, reflection, and/or research. (W.4.9)

I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research. (W.4.9.B)

I can use context as a clue to the meaning of a word or phrase when creating a well written response or piece. (L.4.4.A)

I can apply the use of common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word(s) when writing a well written response or piece. (L.4.4.B)

I can consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words or phrases when reading.

| 5. Small-group Instruction (mini-lessons, guided reading, skills groups) |
| Connecting Presentations of a Text |
and analyzing a non-fiction text. (L.4.4.C)

### Instructional Plan

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</tr>
</thead>
</table>
| 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. | I can understand the difference between a firsthand and secondhand account of the same event or topic. (RI.4.6) | 1. Read Aloud  
- Turning and Talking/ Accountable Talk  
- Think Aloud and Model | Journeys  
Unit 3 - Extending the Common Core: C6-C7 |
| RI.4.10 By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. | I can compare and contrast a firsthand and secondhand account of the same event or topic. (RI.4.6)  
I can describe the differences between a firsthand and secondhand account of the same event or topic. (RI.4.6) | 2. Direct Instruction (mini-lessons, guided reading, skills groups)  
- Think Aloud and Model  
- Introduce and chart differences in first and third person point of view  
- Identify signal words or phrases for point of view | Unit 3, Lesson 13  
Antarctic Journal (Compare and contrast narration from read-aloud)  
Unit 4, Lesson 20 Read Aloud - Race Against Death (Focus of narration)  
Unit 3, Lesson 11 - Day 2 (2014)  
Hurricanes: Earth’s Mightiest Storms  
Unit 3, Lesson 11 - Day 4 (2014)  
Recovering From Katrina |
| RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | I can locate portions of a text that I understand versus portions that I don’t understand. (RI.4.10) | 3. Independent Reading (15-20 minutes per day)  
- Focus on point of view and identify signal words or phrases to determine first or third-person point of view |  
- Respond to Text  
4. Confer With Students  
5. Small-group Instruction (mini-lessons, guided reading, skills groups) |
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<tbody>
<tr>
<td><strong>W.4.9</strong> Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td>instead of walk) and domain specific words or phrases (content words, e.g., sedimentary, igneous, metamorphic) in a text. (RI.4.4)</td>
<td>I can use various strategies (e.g., context clues, root words, affixes) to determine the meaning of general academic and domain specific words and phrases in a text. (RI.4.4)</td>
</tr>
<tr>
<td><strong>W.4.9.B</strong> Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</td>
<td>I can locate and use resources (e.g., glossary, footnote, dictionary) to assist me in determining a meaning of unknown words and phrases. (RI.4.4)</td>
<td>I can define textual evidence (“word for word” support) and determine textual evidence that supports my analysis, reflection, and/or research (W.4.9)</td>
</tr>
<tr>
<td><strong>L.4.4.A</strong> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</td>
<td>I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research. (W.4.9.B)</td>
<td>I can use context as a clue to the meaning of a word or phrase when creating a well written response or piece. (L.4.4.A)</td>
</tr>
</tbody>
</table>
| 6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government. | I can describe the leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government by Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (6.1.4.D.6, RI.4.6) | Unit 2
*Crossing the Delaware- A History in Many Voices* (Focus on narration)

**Suggested Resource:**
Readworks.org

**Discovery Techbook**
Streaming Plus
*Founding of Our Federal Government*

**Ready Common Core**
Unit 3, Lesson 16
*Comparing Accounts of the Same Topic* |
## Instructional Plan

<table>
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</table>
| RI.4.8 | Explain how an author uses reasons and evidence to support particular points in a text. | 1. Read Aloud  
-Turning and Talking/ Accountable Talk  
-Think Aloud and Model | Journeys  
Unit 2, Lesson 7 - Day 1  
Coming Distractions  
Unit 4, Lesson 19  
Harvesting Hope - The Story of Cesar Chavez  
Unit 4 - T252-T253  
Unit 4 - Extended Reading (2014)  
Read Segments 1-4 p.2 - 32 |
| R.I.4.10 | By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. | 2. Direct Instruction (mini-lessons, guided reading, skills groups)  
-Think Aloud and Model  
-Identify evidence that support the main Idea using graphic organizer  
-Discuss where main idea/thesis/topic sentence of a nonfiction text may be located | |
| W.4.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. | 3. Independent Reading (15-20 minutes per day)  
-Focus on identifying main ideas and supporting details  
-Respond to Text | |
| W.4.9.B | Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). | 4. Confer With Students | |
| 6.1.4.B.9 | Relate advances in science and technology to environmental concerns. | 5. Small-group Instruction (mini-lessons, guided reading, skills groups) | |

Suggested Resource:  
Readworks.org

Discovery Techbook  
Streaming Plus  
New Englanders Move from Farms to Factory Towns; Prosperity Wanes as Industry Shifts to the Southeastern States

Location, Geographic Features, Natural Resources, and Industry
and to actions taken to address them.

**6.1.4.C.14** Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

**6.1.4.C.15** Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

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<table>
<thead>
<tr>
<th>Reason and evidence to support particular points in a text. (6.1.4.B.9, RI.4.8).</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can read multiple non-fiction text that will relate science and technology advances to environmental concerns by explaining how an author uses reasons and evidence to support particular points in a text. (6.1.4.B.9, RI.4.8).</td>
</tr>
<tr>
<td>I can read multiple non-fiction text and explain how humans impact the environment and take actions to address the environmental concerns by explaining how an author uses reasons and evidence to support particular points in a text. (6.1.4.C.14,RI.4.8)</td>
</tr>
<tr>
<td>I can read multiple non-fiction text and analyze and compare different regions of New Jersey and determine the role that geography plays in economic opportunities by explaining how an author uses reasons and evidence to support particular points in a text(6.1.4.C.14,RI.4.8)</td>
</tr>
<tr>
<td>I can read multiple non-fiction texts and analyze and compare different regions of New Jersey and determine the role that natural resources and climate play in economic opportunities by explaining how an author uses reasons and evidence to support particular points in a texts.</td>
</tr>
</tbody>
</table>
(6.1.4.C.14, RI.4.8)
I can read multiple non-fiction texts, analyze and compare different regions of New Jersey and determine the role that transportation plays in economic opportunities by explaining how an author uses reasons and evidence to support particular points in a text.
(6.1.4.C.15, RI.4.8)
I can read multiple non-fiction texts, analyze and compare different regions of New Jersey and determine the role that technology plays in economic opportunities by explaining how an author uses reasons and evidence to support particular points in a text.
(6.1.4.C.15, RI.4.8)
I can read multiple non-fiction texts, analyze and compare different regions of New Jersey and determine the role that the labor force plays in economic opportunities by explaining how an author uses reasons and evidence to support particular points in a text.
(6.1.4.C.15, RI.4.8)
I can read multiple non-fiction text and describe how the development of different transportation systems affected the growth of cities in New Jersey and the United States by explaining how an author uses
I can read multiple non-fiction text and explain how transportation systems impacted the economies of New Jersey and the United States by explaining how an author uses reasons and evidence to support particular points in a text. (6.1.4.C.15, RI.4.8)

I can read multiple non-fiction text and create a supported written response and include textual evidence to strengthen my analysis, reflection, and/or research by explaining how an author uses reasons and evidence to support particular points in a text. (6.1.4.B.9, RI.4.8)

<table>
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<tr>
<td>RI.4.9</td>
<td>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.</td>
<td></td>
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<tr>
<td>RI.4.10</td>
<td>By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</td>
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<td></td>
</tr>
<tr>
<td>RI.4.4</td>
<td>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</td>
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</tbody>
</table>

I can access information from several texts about the same topic. (RI.4.9)

I can determine which pieces of information best support my topic. (RI.4.9)

I can write or speak about a topic accurately after reading several texts on the topic and include information from each source. (RI.4.9)

I can locate portions of a text that I understand versus portions that I don’t understand and write down questions I have about a text and ask for help in order to understand portions of a text that are too difficult for me. (RI.4.10)

I can use reading and note-taking strategies that will help me locate portions of a text that are difficult for me. (RI.4.10)

I can identify general academic words or phrases as they are used in a text (different ways to say the same thing, e.g., stroll instead of walk) and domain specific words or phrases (content words, e.g., sedimentary, igneous, metamorphic) in a text. (RI.4.4)

I can use various strategies (e.g., context clues, root words, affixes) to determine the meaning of general academic and domain specific words and phrases in a text. (RI.4.4)

1. Read Aloud
   - Turning and Talking/ Accountable Talk
   - Think Aloud and Model

2. Direct Instruction (mini-lessons, guided reading, skills groups)
   - Think Aloud and Model
   - Use graphic organizer to identify important information from two texts
   - Refer to chart of sentence stems for conversation starters and use in discussions
   - Model using appropriate information from two texts

3. Independent Reading (15-20 minutes per day)
   - Focus on pulling information from two texts
   - Respond to Text

4. Confer With Students

5. Small-group Instruction (mini-lessons, guided reading, skills groups)

Journeys
Unit 2, Lesson 9
Dear Mr. Winston
Paired with
Unit 2, Lesson 9
Field Guide to Snakes of the Southwest
-----------
Unit 3, Lesson 13
Antarctic Journal
Paired with
Journeys Magazine
Unit 3-
Cold, Cold Science

Unit 2, Lesson 6 (2014)
Invasion From Mars
with
The History of Radio

Unit 2, Lesson 7 (2014)
Coming Distractions
with
How Do They Do That?

Ready Common Core
Unit 5, Lesson 24
Integrating Information from Two Sources
<table>
<thead>
<tr>
<th><strong>W.4.9</strong> Draw evidence from literary or informational texts to support analysis, reflection, and research.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>W.4.9.B</strong> Apply grade 4 <em>Reading standards</em> to informational texts (e.g., &quot;Explain how an author uses reasons and evidence to support particular points in a text&quot;).</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th><strong>I can locate and use resources (e.g., glossary, footnote, dictionary) to assist me in determining a meaning of unknown words and phrases. (RI.4.4)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I can define textual evidence (&quot;word for word&quot; support) and determine textual evidence that supports my analysis, reflection, and/or research (W.4.9)</strong></td>
</tr>
<tr>
<td><strong>I can define textual evidence (&quot;word for word&quot; support) and determine textual evidence that supports my analysis, reflection, and/or research (W.4.9)</strong></td>
</tr>
<tr>
<td><strong>I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research (W.4.9.B)</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>I can use context as a clue to the meaning of a word or phrase when creating a well written response or piece. (L.4.4.A)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I can apply the use of common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word(s) when writing a well written response or piece. (L.4.4.B)</strong></td>
</tr>
<tr>
<td><strong>I can consult reference materials, both print and digital, to find the</strong></td>
</tr>
<tr>
<td><strong>L.4.4.C</strong> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases</td>
</tr>
</tbody>
</table>
| Technology      | 8.1.5.D.2 Analyze the resource citations in online materials for proper use.  
|                 | 8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.  
|                 | 8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.  
|                 | 8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century.  
| NJSLS           | [https://www.state.nj.us/education/cccs/2016/ela/](https://www.state.nj.us/education/cccs/2016/ela/)  
| PARCC Evidence Table | [Click 4th grade reading evidence](#)  |
### Grade 4 Reading Marking Period 3

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<th>Subject: ELA/SS Integrated Curriculum</th>
<th>Time Frame: Marking Period 3</th>
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<tbody>
<tr>
<td>Grade: Fourth Grade</td>
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</tbody>
</table>

#### Summary of Unit:
By the end of Marking Period 3, students will be able to:

- describe in depth a character, setting, or event in a story or drama
- explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on text evidence
- interpret information presented visually, orally or quantitatively and explain how the information contributes to an understanding of the text
- refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
- determine a theme of a story, drama, or poem from details in the text
- explain how poems, drama, and prose are structured differently from one another
- describe the elements of poetry and drama
- determine the main idea of a text and explain how it is supported by key details
- summarize the text
- understand the different ways texts are organized, such as chronological, compare/contrast, cause/effect, and problem/solution
- explain how an author uses reasons and evidence to support particular points in a text
- compare and contrast the point of view from which different stories are narrated
- integrate information from two texts on the same topic in order to write or speak about the subject
- make connections between the text of a story or drama and a visual or oral presentation of the text and recognize where specific details from the text are presented in the visual or oral presentation
- compare and contrast how similar topics, themes, and pattern of events are presented in stories, myths, and traditional literature from different cultures
- determine the meaning of words
- compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights)
- describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations
- explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods
- determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age
- explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world
- explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals
- trace how the American identity evolved over time
- describe the role and relationship among households, businesses, laborers, and governments within the economic system
- determine how local and state communities have changed over time, and explain the reasons for changes
- illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community
- compare and contrast how the availability of resources affects people across the world differently
- explain how the availability of private and public goods and services is influenced by the global market and government
### Social and Emotional Learning Competencies

- Acquire and apply the knowledge, attitudes and skills necessary to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

### Suggested holidays for Marking Period 3:

**Social Studies Resources**
- President’s Day
- Black History Month
- Women’s History Month
- Read Across America

**Reading Anchor Charts**

**Sample Lesson Plans**

**Ongoing source for digital literacy:**
- Newsela

### 21st Century/Future Ready Skills

- **21st Century Crosswalk**
- **Future Ready Skills Organizer**
- **Backchanneling:** opportunities for digital conversation with sites like TodaysMeet,
  Padlet, Edmodo
- Collaborative learning on Google apps (Docs, Forms, Slides, Sheets, etc)
- Self-reflection and Self-assessment
- Analyzing text and information to determine main ideas and key details
- Use text and research to problem solve
- Respond to text and information through online platforms, such as blogs, youtube, podcasts
- Communicate and articulate thoughts accurately
- **Digital Storytelling**
- Project/Problem based learning opportunities

### Types of Assessments (assessments directly correlated to standards taught throughout the unit):

**Formative Assessment (daily checks for understanding):**

- Reader Response (web based: Kidblog Edublogs Backchanneling and podcasting sites)
- Questioning (game/web based: Kahoot! Pear Deck EDpuzzle Plickers Google products)
- Exit ticket
- Interactive notebooks
- Teacher observations

Data driven instruction will enhance our ability to monitor the progress of our students. It is essential that we adjust our instructional plan to meet the needs of our students; so that by the end of a lesson or a weekly assessment 75% of our students can apply learning.
## Instructional Plan

The following is a recommended progression to support the development of understandings necessary for the performance expectation(s). Teachers should consider multiple data points when making instructional decisions.

<table>
<thead>
<tr>
<th>NJSLS</th>
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<tr>
<td><strong>RL.4.3</strong>&lt;br&gt;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). (story structure)</td>
<td>I can use specific details from a text to describe a character, a setting, or an event. <em>(RL.4.3)</em>&lt;br&gt;I can explain which portions of a text I understand and which portions I don’t. <em>(RL.4.10)</em>&lt;br&gt;I can locate portions of a text that are difficult for me. <em>(RL.4.10)</em>&lt;br&gt;I can list questions, as I have about a text and ask for help in order to understand portions of a text that are too difficult for me. <em>(RL.4.10)</em>&lt;br&gt;I can determine reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult text. <em>(RL.4.10)</em></td>
<td>1. Read Aloud&lt;br&gt;- <em>Turning and Talking/ Accountable Talk</em>&lt;br&gt;- <em>Think Aloud and Model</em>&lt;br&gt;2. Direct Instruction (mini-lessons, guided reading, skills groups)&lt;br&gt;- <em>Think Aloud and Model</em>&lt;br&gt;- <em>Refer to chart on story structure</em>&lt;br&gt;- <em>Create a group anchor chart posting character traits and evidence from the story</em> <em>(Example R.L.4.3 Sample Anchor Chart)</em>&lt;br&gt;- <em>Understand characters by charting their thoughts, actions, and words</em>&lt;br&gt;3. Independent Reading (15-20 minutes per day)&lt;br&gt;- <em>Focus on story structure and understanding characters</em>&lt;br&gt; - <em>Respond to Text</em>&lt;br&gt;4. Confer With Students&lt;br&gt;5. Small-group Instruction (mini-lessons, guided reading, skills groups)</td>
<td>Journeys&lt;br&gt;Unit 4, Lesson 18 - Read Aloud&lt;br&gt;<em>Darnell Tries Harder</em>&lt;br&gt;Unit 5, Lesson 24 - Read Aloud&lt;br&gt;<em>New Friends in the Newsroom</em>&lt;br&gt;Unit 5, Lesson 21&lt;br&gt;<em>The World According to Humphrey</em>&lt;br&gt;Unit 5, Lesson 25&lt;br&gt;<em>The Fun They Had</em>&lt;br&gt;Unit 6, Lesson 26&lt;br&gt;<em>The Girl Who Loved Spiders</em></td>
</tr>
<tr>
<td>NJSLS</td>
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<tr>
<td><strong>R.I.4.3</strong> 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.</td>
<td>I can describe the events of a moment in history after reading about it. <em>(RI.4.3)</em>&lt;br&gt;I can describe the main idea of a scientific process or discovery after reading about it. <em>(RI.4.3)</em>&lt;br&gt;I can describe the main idea of a text describing how something works. <em>(RI.4.3)</em>&lt;br&gt;I can locate and use resources (e.g., glossary, footnote, dictionary) to assist me in determining the meaning of unknown words and phrases <em>(RI.4.4)</em>&lt;br&gt;I can explain the meaning of simple similes and metaphors while reading and discussing the context of multiple texts and how they help the reader understand the text better. <em>(L.4.5.A)</em></td>
<td>1. Read Aloud&lt;br&gt;- <strong>Turning and Talking/ Accountable Talk</strong>&lt;br&gt;- <strong>Think Aloud and Model</strong>&lt;br&gt;2. Direct Instruction (mini-lessons, guided reading, skills groups)&lt;br&gt;- <strong>Think Aloud and Model</strong>&lt;br&gt;- <strong>Create Anchor Chart Determining Importance</strong> <em>(Example R.I.4.3 Sample Anchor Chart)</em>&lt;br&gt;- Model using <strong>Main Idea and Details organizer to identify critical information</strong>&lt;br&gt;3. Independent Reading (15-20 minutes per day)&lt;br&gt;- <strong>Use Main Idea and Details organizer to identify critical information</strong>&lt;br&gt;- <strong>Respond to Text</strong>&lt;br&gt;4. Confer With Students&lt;br&gt;5. Small-group Instruction (mini-lessons, guided reading, skills groups)</td>
<td><strong>Journeys</strong>&lt;br&gt;Unit 1, Lesson 2&lt;br&gt;My Brother Martin&lt;br&gt;Unit 1, Lesson 3 <em>(2014)</em>&lt;br&gt;From Idea to Book&lt;br&gt;Unit 1, Lesson 4 <em>(2014)</em>&lt;br&gt;The Kids Guide to Money&lt;br&gt;Unit 5, Lesson 23,&lt;br&gt;The Ever-Living Tree&lt;br&gt;Unit 5, Lesson 24&lt;br&gt;Owen and Mzee&lt;br&gt;Unit 5, Lesson 24&lt;br&gt;Sea Sanctuary&lt;br&gt;Unit 5, Lesson 25&lt;br&gt;Toys</td>
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<td><strong>R.I.4.4</strong> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</td>
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<td><strong>L.4.5.A</strong> Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</td>
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<td><strong>L.4.5.B</strong> Recognize and explain the meaning of common idioms, adages and proverbs while reading multiple texts and discuss how they help the</td>
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</tbody>
</table>
**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).

I can demonstrate a better understanding of words by relating them to their opposites and to words with similar but not identical meanings while reading multiple non-fiction texts. (L.4.5.C)

I can use context as a clue to help identify the meaning of a word or phrase while reading multiple non-fiction texts to help understand the text better. (L.4.4.A)

I can read multiple non-fiction text and identify and describe our fundamental rights by explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.(6.1.4.A.9, RI.4.3)

I can read multiple non-fiction text and analyze how various groups and individuals respond in different ways to violations of civil rights by explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on

**Suggested Resource:**
Readworks.org

**Discovery Techbook**
Streaming Plus- [Civil Rights Movement- Content Collection](#)

Streaming Plus- [Heroes of Today and Yesterday: Rosa Parks and the Civil Rights Movement](#)

**Website Resources**
Kids Go Global- [Human Rights](#)

**Reading A-Z**
Historic Peacemakers
<table>
<thead>
<tr>
<th>6.1.4.A.10</th>
<th>Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can discuss and apply responsibilities of citizens including respect for the rights of others and treating others fairly (justice) by explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.(6.1.4.A.9, RI.4.3)</td>
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</tr>
<tr>
<td>I can analyze peaceful resolution of disputes by courts or other legitimate authorities, such as parents, teachers, principals, etc.by explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.(6.1.4.A.9, RI.4.3)</td>
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</tr>
<tr>
<td>I can describe the contributions of Martin Luther King, Jr. as well as other well-known activists by explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.(6.1.4.A.10, RI.4.3)</td>
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</tr>
<tr>
<td>I can recognize how Martin Luther King, Jr.’s contributions affect our current society by explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.(6.1.4.A.10, RI.4.3)</td>
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</tbody>
</table>

**Ready Common Core**
- Unit 1, Lesson 2
  - Understanding Historical Texts
- Unit 1, Lesson 3
  - Understanding Technical Texts
- Unit 1, Lesson 4
  - Understanding Scientific Texts
### Instructional Plan

<table>
<thead>
<tr>
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</table>
| R.I.4.7 Interpret information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | I can identify and read charts, graphs, diagrams, timelines, animations or web pages to learn about a topic. (R.I.4.7) I can explain how charts, graphs, diagrams, timelines, animations, or web pages are helpful in learning about a topic. (R.I.4.7) | 1. Read Aloud - Turning and Talking/ Accountable Talk - Think Aloud and Model 2. Direct Instruction (mini-lessons, guided reading, skills groups) - Think Aloud and Model - Chart text features and their purposes (Example R.I.4.7. Sample Anchor Chart) - Discuss and chart the purpose of text features - Discuss and chart the varied structures of Web pages. (emails vs. blogs) 3. Independent Reading (15-20 minutes per day) - Focus on text features and understand their purpose - Identify features used to help further their understanding of the topic - Respond to Text 4. Confer With Students 5. Small-group Instruction (mini-lessons, guided reading, skills groups) | Journeys  
Unit 1, Lesson 2  
My Brother Martin  
Unit 4, Lesson 16  
Spindletop  
Unit 4, Lesson 19  
Edible Schoolyard  
Unit 5, Lesson 21  
Make the Switch Learning Zillion Video - Use diagrams and graphic aids to understand a text’s meaning |
<p>| R.I.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | I can identify domain specific words or phrases (content words, e.g., sedimentary, igneous, metamorphic) in text. (R.I.4.4) I can use various strategies (e.g., context clues, root words, affixes) to determine the meaning of general academic and domain specific words and phrases in text. (R.I.4.4) I can locate portions of a text that I understand versus portions that I don’t understand. (R.I.4.4) | | |</p>
<table>
<thead>
<tr>
<th>R.I.4.10</th>
<th>By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can use reading and note-taking strategies that will help me locate portions of a text that are too difficult for me. (R.I.4.10)</td>
<td></td>
</tr>
<tr>
<td>I can write down questions I have about a text and ask for help in order to understand portions of a text that are difficult for me. (R.I.4.10)</td>
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<tr>
<td>I can explain that for an invention to be successful, it usually has to make things easier and more efficient by interpreting information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (6.1.4.C.16, RI.4.7)</td>
<td></td>
</tr>
<tr>
<td>I can explain how inventions and innovations have impacted people, society, and/or the economy by interpreting information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (6.1.4.C.16, RI.4.7)</td>
<td></td>
</tr>
<tr>
<td>I can understand that science and technology inventions have life changing effects on an individual by interpreting information presented visually, orally or quantitatively (e.g.,</td>
<td></td>
</tr>
</tbody>
</table>

**Harcourt Social Studies**
- Unit 2, Lesson 5
*New Inventions and Growth*
- Unit 2, *Chart and Graph Skills* p. 90-91
- Unit 3, Virtual Field Trip
*Ellis Island* p. 118-119

**Suggested Resource:**
- Readworks.org

**Discovery Techbook**
- Streaming Plus- *Making a Good Thing Better*
- Streaming Plus Song- *We Can Change the World*
- Streaming Plus- *Industrial Revolution*

**Website Resources**
- *Invention Timeline*
- *New Jersey History #2 and #4*
| **6.1.4.C.17** Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age. | in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. *(6.1.4.C.17, RI.4.7)*  
I can describe an agricultural society, an industrial society, and the information age by interpreting information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. *(6.1.4.C.17, RI.4.7)*  
I can explain how the United States transformed from an agricultural society to an industrial society due to science and technology by interpreting information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. *(6.1.4.C.18, RI.4.7)*  
I can describe the development of communications systems by interpreting information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of | **The Industrial Revolution in the United States**  
**Reading A-Z**  
**Job Change** |
the text in which it appears. (6.1.4.C.18, RI.4.7)

I can explain how communications systems have led to increased collaboration throughout the United States and the world by interpreting 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. (6.1.4.C.18, RI.4.7)

### Instructional Plan

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</thead>
</table>
| R.L.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. | I can use details and examples in a text to explain and draw inferences. (R.L.4.1) | 1. Read Aloud  
- Turning and Talking/ Accountable Talk  
- Think Aloud and Model | Journeys  
Unit 5, Lesson 21  
The World According to Humphrey  
Unit 5, Lesson 25  
The Fun They Had  
Unit 6, Lesson 26  
The Spider (Poem)  
Spider Rope (Poem)  
Unit 6, Lesson 27  
The Frog in the Milk Pail  
Unit 6, Lesson 29  
Save Timber Woods  
Unit 6, Lesson 30  
Mystery at Reed’s Pond |
| R.L.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, I can make connections when drawing inferences. (R.L.4.1) | I can make connections when drawing inferences. (R.L.4.1) | 2. Direct Instruction (mini-lessons, guided reading, skills groups)  
- Think Aloud and Model  
- Refer to chart on Making Inferences  
- Model an open-ended reading response referring to the text for evidence as support  
- Use Chart - Open Ended Responses  
Anchor Chart (see example) | |
| | I can explain which portions of a text I understand and which portions I don’t. (R.L.4.1) | 3. Independent Reading (15-20 minutes per day)  
- Focus on making inferences and using textual evidence as support by stating a claim, providing evidence, analyzing and concluding the response. | |
| | I can locate portions of a text that are difficult for me. (R.L.4.1) | | |
| | I can list questions, as I have about a text and ask for help in order to understand portions of a text that are too difficult for me. (R.L.4.10) | | |
with scaffolding as needed.

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</table>
| I can determine reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult text. (RL.4.10) | 1. Read Aloud
- Turning and Talking/ Accountable Talk
- Think Aloud and Model | Journeys
Unit 3, Lesson 15
Ecology For Kids
Unit 4, Lesson 20
Nature Poetry Native American
Unit 5, Lesson 21
Make the Switch
Unit 5, Lesson 22
I Could Do That |
| 4. Confer With Students | 2. Direct Instruction (mini-lessons, guided reading, skills groups)
- Think Aloud and Model
- Refer to chart on Making Inferences
- Model an open-ended reading response referring to the text for evidence as support
- Use Chart - Open Ended Responses Anchor Chart (see example) | |
| 5. Small-group Instruction (mini-lessons, guided reading, skills groups) | 3. Independent Reading (15-20 minutes per day)
- Focus on making inferences and using textual evidence as support by stating a claim, providing evidence, analyzing and concluding the response. | |
<p>| | 4. Confer With Students | |</p>
<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L.4.4.A</strong></td>
<td>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</td>
</tr>
<tr>
<td><strong>6.1.4.D.9</strong></td>
<td>Explain the impact of trans-Atlantic slavery on New Jersey, the nation, and individuals.</td>
</tr>
</tbody>
</table>

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5. Small-group Instruction (mini-lessons, guided reading, skills groups)

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**Harcourt Social Studies**  
Unit 3, Lesson 1  
*New Jersey During the Civil War*

**Suggested Resource:**  
Readworks.org

**Discovery Techbook**  
Streaming Plus- [Slave Trade](#)  
Streaming Plus- [United States Expansionism](#)  
Streaming Plus- [American Geography Close-Ups: Middle Atlantic States: Volume 02](#)

**Website Resources**  
[Slavery in New Jersey](#)
### Instructional Plan

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| **RL.4.2** | I can use details to determine the theme of a text. *(RL.4.2)* | **1. Read Aloud**  
- Turning and Talking/ Accountable Talk  
- Think Aloud and Model | **Journeys**  
Unit 1, Lesson 2  
*Langston Hughes: A Poet and a Dreamer* |
| | I can summarize the text. *(RL.4.2)* | **2. Direct Instruction** (mini-lessons, guided reading, skills groups)  
- Think Aloud and Model  
- Create a chart showing the differences between Theme and Main Idea (see example Theme vs. Main Idea Anchor Chart)  
- Refer to chart on how to summarize text  
- Identify and list the parts of a drama | **Unit 5, Lesson 23**  
*Towering Trees* |
| | I can understand the structure of a drama write a summary stating the key points of a text. *(RL.4.2)* | **3. Independent Reading** (15-20 minutes per day)  
- Focus on summarizing and identifying theme  
- Identify parts of a drama  
- Respond to Text | **Unit 6, Lesson 29**  
*Save Timber Woods!* |
| | I can explain which portions of a text I understand and which portions I don't. *(RL.4.10)* | **4. Confer With Students** | **Unit 6, Lesson 29**  
*The Comb of Trees* |
| | I can locate portions of a text that are difficult for me. *(RL.4.10)* | **5. Small-group Instruction** (mini-lessons, guided reading, skills groups) | **Unit 6, Lesson 30**  
*Mystery at Reed's Pond* |
| **RL.4.10** | I can list questions, as I have about a text and ask for help in order to understand portions of a text that are too difficult for me. *(RL.4.10)* | | |
| | I can determine reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult text... *(RL.4.10)* | | |

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**6.1.4.D.14** Trace how the American identity evolved over time.

Explaining what the text says explicitly and when drawing inferences from the text. *(6.1.4.D.14, RI.4.1)*
## Instructional Plan

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</table>
| **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. | 1. Read Aloud  
  - Turning and Talking/ Accountable Talk  
  - Think Aloud and Model | Journeys  
  Unit 1, Lesson 5  
  Hodori the Fisherman |
| **RL.4.10** | By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. | 2. Direct Instruction (mini-lessons, guided reading, skills groups)  
  - Think Aloud and Model  
  - Create Types of Writing Anchor Charts  
  (See example R.L.4.5 Sample Anchor Chart)  
  - Introduce the structure and vocabulary used when discussing poetry, drama, and prose  
  - Model and use visual cues to identify and understand structure of each text | Journeys  
  Unit 2, Lesson 10  
  Dance to the Beat |
| | I can explain how poems, drama, and prose are structured differently from one another. (RL.4.5) | 3. Independent Reading (15-20 minutes per day)  
  - Use conversation circles using vocabulary to discuss poems, dramas, prose | Journeys  
  Unit 3, Lesson 15  
  Wonderful Weather |
| | I can describe elements of poetry such as verse, rhythm, and meter (RL.4.5) | 4. Confer With Students | Journeys  
  Unit 5, Lesson 23  
  Towering Trees |
| | I can describe elements of drama such as casts, settings, descriptions, dialogue, and stage directions. (RL.4.5) | 5. Small-group Instruction (mini-lessons, guided reading, skills groups) | Journeys  
  Unit 6, Lesson 29  
  Save Timber Woods |
| | I can locate portions of a text that are difficult for me. (RL.4.10) | | Ready Common Core  
  Unit 4, Lesson 19  
  Elements of Poetry |
| | I can list questions, as I have about a text and ask for help in order to understand portions of a text that are too difficult for me. (RL.4.10) | | Journeys  
  Unit 4, Lesson 20  
  Elements of Plays |
| | I can determine reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult text. (RL.4.10) | | Journeys  
  Unit 4, Lesson 21  
  Comparing Poems, Plays, and Prose |

## Instructional Plan

<table>
<thead>
<tr>
<th>NJSLS</th>
<th>WALT I Can...</th>
<th>Instructional Strategy to teach WALT:</th>
<th>Journey/Harcourt/Heinemann Resources</th>
</tr>
</thead>
</table>
| **RI.4.2** | Determine the main idea of a text and explain how | 1. Read Aloud  
  - Turning and Talking/ Accountable Talk  
  - Think Aloud and Model | Journeys  
  Unit 3, Lesson 15  
  Ecology For Kids |
| | I can determine the main idea of a text and explain how it is supported | | |
it is supported by key details; summarize the text.

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

**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.

**6.1.4.C.6**
Describe the role and relationship among households, businesses, laborers, and governments within the economic system.

<table>
<thead>
<tr>
<th>1. Direct Instruction (mini-lessons, guided reading, skills groups)</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Think Aloud and Model</td>
</tr>
<tr>
<td>-Refer to chart on Main Idea and Details using graphic organizer</td>
</tr>
<tr>
<td>-Model how to synthesize new information and add to understanding of main idea</td>
</tr>
<tr>
<td>-Discuss the challenges of reading informational texts in reference to what's interesting vs. what's important (see example R.I.4.2 Interesting vs. What's Important Sample Anchor Chart)</td>
</tr>
<tr>
<td>2. Independent Reading (15-20 minutes per day)</td>
</tr>
<tr>
<td>-Focus on the main ideas of a text and recount the key details that support the main idea.</td>
</tr>
<tr>
<td>-Provide objective summary of the text</td>
</tr>
<tr>
<td>-Respond to Text</td>
</tr>
</tbody>
</table>

3. Confer With Students

4. Small-group Instruction (mini-lessons, guided reading, skills groups)

| Unit 4, Lesson 16 |
| Riding Freedom |

| Unit 5, Lesson 24 |
| Owen and Mzee |

| Unit 5, Lesson 25 (2014) |
| Toys |

**Harcourt Social Studies**
Unit 3, Lesson 2
A Growing State

**Suggested Resource:**
Readworks.org

**Discovery Techbook**
Streaming Plus: Economics in Our Age: Factors of Production and Economic Systems
### Instructional Plan

<table>
<thead>
<tr>
<th>NJSLS</th>
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</tr>
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<tbody>
<tr>
<td><strong>RI.4.5</strong></td>
<td>Describe the overall structure (e.g., chronology, comparison, cause/effect,</td>
<td>1. Read Aloud &lt;br&gt;- Turning and Talking/ Accountable Talk &lt;br&gt;- Think Aloud and Model &lt;br&gt;2. Direct Instruction (mini-lessons, guided reading, skills groups) &lt;br&gt;- Think Aloud and Model</td>
<td>Journeys &lt;br&gt;Unit 5, Lesson 22 &lt;br&gt; I Could Do That &lt;br&gt;Unit 6, Lesson 28 &lt;br&gt;Museums - Worlds of Wonder</td>
</tr>
<tr>
<td></td>
<td>problem/solution) of events, ideas, concepts,</td>
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<tr>
<td></td>
<td>I can read multiple non-fiction texts and describe the overall structure</td>
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<tr>
<td></td>
<td>(e.g., chronology, comparison, cause/effect, problem/solution) of events,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>ideas, concepts,</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>(RI.4.5)</td>
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</tr>
</tbody>
</table>
### RI.4.4
Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

I can identify general academic words or phrases as they are used in a text (different ways to say the same thing, e.g., stroll instead of walk). (RI.4.4)

I can identify domain specific words or phrases (content words, e.g., sedimentary, igneous, metamorphic) in a text. (RI.4.4)

I can use various strategies (e.g., context clues, root words, affixes) to determine the meaning of general academic and domain specific words and phrases in a text. (RI.4.4)

I can locate and use resources (e.g., glossary, footnote, dictionary) to assist me in determining a meaning of unknown words and phrases. (RI.4.4)

I can understand that people make decisions based on their needs, wants, and the availability of resources by describing 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 (6.1.4.C.8,RI.4.5)

I can illustrate the connection between production, distribution, and consumption of goods and services by describing the overall structure (6.1.4.C.8,RI.4.5)

### 6.1.4.C.8
Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

- Refer chart Nonfiction Text structure
  - Anchor Chart with signal words that identify text structure
  - Model identifying text structure using excerpts from resources and choosing the appropriate form of note-taking to best organize the information (see example R.I.4.5 Nonfiction Readers... Sample Anchor Chart)

3. Independent Reading (15-20 minutes per day)
   - Focus on nonfiction text structure and signal words
   - Use anchor chart to choose the appropriate form of note-taking graphic organizer
   - Respond to Text

4. Confer With Students

5. Small-group Instruction (mini-lessons, guided reading, skills groups)

### Suggested Resource:
Readworks.org

### Discovery Techbook
- Streaming Plus- Globalization Introduction
- Streaming Plus- Goods and Services
- Streaming Plus- Economics: The Production, Distribution, and Consumption of Goods and Services: Producing
- Streaming Plus- Economics: The Production, Distribution, and Consumption of Goods and Services: Resources

### Reading A-Z
What Is Water Worth?
### 6.1.4.C.9

Compare and contrast how the availability of resources affects people across the world differently.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td>I Can…</td>
<td>Seven Billion and Counting</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Ready Common Core</strong></td>
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<td></td>
<td>Unit 3, Lesson 14</td>
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<tr>
<td></td>
<td></td>
<td><em>Text Structures, Part 1: Cause-Effect and Compare-Contrast</em></td>
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<td>Unit 3, Lesson 15</td>
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<td></td>
<td></td>
<td><em>Text Structures, Part 2: Chronology and Problem-Solution</em></td>
<td></td>
</tr>
<tr>
<td>RI.4.8</td>
<td>Explain how an author uses reasons and evidence to support particular points in a text.</td>
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<td></td>
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<tr>
<td>I can locate reasons and evidence which support the main idea of a text. (RI.4.8)</td>
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<tr>
<td>I can explain how reasons and evidence in a text support the main idea. (RI.4.8)</td>
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<td>I can use various strategies (e.g., context clues, root words, affixes) to determine the meaning of general academic and domain specific words and phrases in a text. (RI.4.8)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>RI.4.4</th>
<th>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</th>
</tr>
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<tbody>
<tr>
<td>I can identify general academic words or phrases as they are used in a text (different ways to say the same thing, e.g., stroll instead of walk). (RI.4.4)</td>
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</tr>
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<td>I can identify domain specific words or phrases (content words, e.g., sedimentary, igneous, metamorphic) in a text. (RI.4.4)</td>
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</tr>
<tr>
<td>I can locate and use resources (e.g., glossary, footnote, dictionary) to assist me in determining a meaning of unknown words and phrases. (RI.4.4)</td>
<td></td>
</tr>
<tr>
<td>I can use context as a clue to help identify the meaning of a word or phrase while reading multiple non-fiction texts to help understand the text better (L.4.4.A)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>L.4.4.A</th>
<th>Use context (e.g., definitions, examples, or</th>
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<table>
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<th>1. Read Aloud</th>
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<tbody>
<tr>
<td>- Turning and Talking/ Accountable Talk</td>
</tr>
<tr>
<td>- Think Aloud and Model</td>
</tr>
</tbody>
</table>

| 2. Direct Instruction (mini-lessons, guided reading, skills groups) |
| - Think Aloud and Model |
| - Refer to chart Main Idea and details using graphic organizer |
| - Chart and discuss the different kinds of supporting details that may be included in an informational text (see example R.I.4.8 Types of Supporting Details Sample Anchor Chart) |

| 3. Independent Reading (15-20 minutes per day) |
| - Focus on main ideas and supporting details |
| - Respond to Text |

| 4. Confer With Students |

| 5. Small-group Instruction (mini-lessons, guided reading, skills groups) |

<table>
<thead>
<tr>
<th>Journeys</th>
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<tbody>
<tr>
<td>Unit 1, Lesson 2</td>
</tr>
<tr>
<td>My Brother Martin</td>
</tr>
<tr>
<td>Unit 2, Lesson 7</td>
</tr>
<tr>
<td>Coming Distractions</td>
</tr>
<tr>
<td>Unit 6, Lesson 28</td>
</tr>
<tr>
<td>Museums Worlds of Wonder</td>
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<tr>
<td>Unit 6, Lesson 28</td>
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<tr>
<td>Making the Most From Trash</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Harcourt Social Studies</th>
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<tbody>
<tr>
<td>Unit 3, Lesson 3</td>
</tr>
<tr>
<td>Challenging Times</td>
</tr>
<tr>
<td>Unit 3, Lesson 4</td>
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<tr>
<td>Changing Times</td>
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</tbody>
</table>

<table>
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<th>Suggested Resource:</th>
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<table>
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<th>Discovery Techbook</th>
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<tbody>
<tr>
<td>Streaming Plus - Types of Service: Public and Private</td>
</tr>
<tr>
<td>Streaming Plus - Scarcity and Choice</td>
</tr>
<tr>
<td>Streaming Plus - Opportunity Cost</td>
</tr>
<tr>
<td>Streaming Plus - Free Market Economy</td>
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<tr>
<th>Ready Common Core</th>
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</thead>
<tbody>
<tr>
<td>Lesson 23</td>
</tr>
<tr>
<td>Explaining an Author's Reasons and Evidence</td>
</tr>
</tbody>
</table>
restatements in text) as a clue to the meaning of a word or phrase.

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

**6.1.4.C.7**
Explain how the availability of private and public goods and services is influenced by the global market and government.

<table>
<thead>
<tr>
<th>Instructional Plan</th>
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<tbody>
<tr>
<td><strong>NJSLS</strong></td>
</tr>
</tbody>
</table>

I can locate portions of a text that I understand versus portions that I don’t understand. (RI.4.10)

I can use reading and note-taking strategies that will help me locate portions of a text that are difficult for me. (RI.4.10)

I can write down questions I have about a text and ask for help in order to understand portions of a text that are too difficult for me. (RI.4.10)

I can explain how the global market and government influences the availability and price of goods in our community by explaining how an author uses reasons and evidence to support particular points in a text (6.1.4.C.7, RI.4.8)
| RL.4.6 | I can define first (narrator tells about her/himself; "I") and third-person (narrator tells about others "he/she/it") points of view. (RL.4.6)  
I can determine a narrator's or speaker's point of view in a story.  
I can compare and contrast the point of view from which different stories are narrated. (RL.4.6)  
I can locate portions of a text that are difficult for me. (RL.4.10)  
I can list questions, as I have about a text and ask for help in order to understand portions of a text that are too difficult for me. (RL.4.10)  
I can determine reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult text. (RL.4.10) |
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<td>RL.4.10</td>
<td>By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</td>
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1. Read Aloud  
- Turning and Talking/ Accountable Talk  
- Think Aloud and Model  
2. Direct Instruction (mini-lessons, guided reading, skills groups)  
- Think Aloud and Model  
- Create chart for Point of View (see example R.L.4.6 Sample Anchor Chart)  
- Model how to identify point of view using excerpts from resources  
3. Independent Reading (15-20 minutes per day)  
- Identify point of view  
4. Confer With Students  
5. Small-group Instruction (mini-lessons, guided reading, skills groups)  
Journeys  
Unit 2, Lesson 9  
Dear Mr. Winston  
Unit 3, Lesson 12  
The Earth Dragon Awakes  
Unit 5, Lesson 21  
The World According to Humphrey  
Unit 6, Lesson 26  
The Girl Who Loved Spiders  
Ready Common Core  
Lesson 18  
Comparing Points of View |
<table>
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<th>Journey/Harcourt/Heinemann Common Core Resources</th>
</tr>
</thead>
</table>
| 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. | I can access information from several texts about the same topic. (RI.4.9)  
I can determine which pieces of information best support my topic. (RI.4.9)  
I can write or speak about a topic accurately after reading several texts on the topic and include information from each source. (RI.4.9)  
I can identify general academic words or phrases as they are used in a text (different ways to say the same thing, e.g., stroll instead of walk). (RI.4.9)  
I can identify domain specific words or phrases (content words, e.g., sedimentary, igneous, metamorphic) in a text. (RI.4.4)  
I can use various strategies (e.g., context clues, root words, affixes) to determine the meaning of general academic and domain specific words and phrases in a text. (RI.4.4)  
I can locate and use resources (e.g., glossary, footnote, dictionary) to assist me in determining a meaning of unknown words and phrases. (RI.4.4) | 1. Read Aloud  
- Turning and Talking/ Accountable Talk  
- Think Aloud and Model  
2. Direct Instruction (mini-lessons, guided reading, skills groups)  
- Think Aloud and Model  
- Use graphic organizer to identify important information from two texts  
- Demonstrate Conversation circles to speak about topic  
- Chart sentence stems for conversation starters  
3. Independent Reading (15-20 minutes per day)  
- Focus on pulling information from two texts  
- Respond to Text  
4. Confer With Students  
5. Small-group Instruction (mini-lessons, guided reading, skills groups) | Journeys  
Unit 5, Lesson 22  
I Could Do That  
Harcourt Social Studies  
Unit 3, Start With a Story  
The Ballot Box Battle p. 104-105  
Unit 3, Primary Sources  
Suffrage Memorabilia p. 130-131  
Journeys  
Unit 5, Lesson 22  
Jane’s Big Idea  
Journeys 2014  
Unit 5, Lesson 22  
The Role of the Constitution with  
Harcourt Social Studies  
Unit 2, Lesson 4  
The Constitution  
Suggested Resource:  
Readworks.org  
Ready Common Core  
Lesson 24  
Integrating Information From Two Sources |
### ELA/SS Grade 4

| **L.4.4.A** | I can use context as a clue to help identify the meaning of a word or phrase while reading multiple non-fiction texts to help understand the text better. (L.4.4.A) |
| **R.I.4.10** | I can locate portions of a text that I understand versus portions that I don't understand. (RI.4.10) |
| **R.I.4.10** | I can use reading and note-taking strategies that will help me locate portions of a text that are difficult for me. (RI.4.10) |
| **R.I.4.10** | I can write down questions I have about a text and ask for help in order to understand portions of a text that are too difficult for me. (RI.4.10) |

#### Instructional Plan

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| R.L.4.7 Make connections between specific descriptions and directions in a text and a visual or oral representation of the text (RL.4.7) |
| I can watch and hear a performance of a story or drama I’ve read and make connections to the text. (RL.4.7) |
| I can recognize moments in a performance of a story or drama I’ve read where specific details from the text are presented. (RL.4.7) |

| RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. (RL.4.10) |
| I can locate portions of a text that are difficult for me. (RL.4.10) |
| I can list questions, I have about a text and ask for help in order to understand portions of a text that are too difficult for me. (RL.4.10) |
| I can determine reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult text. (RL.4.10) |

### Instructional Plan

#### NJSLSS
- **WALT I Can...**
  - I can compare and contrast how similar topics and themes are presented in stories, myths, and traditional literature from different cultures. (RL.4.9)

#### Instructional Strategy to teach WALT:
- 1. **Read Aloud**
  - Turning and Talking/ Accountable Talk
  - Think Aloud and Model

- 2. **Direct Instruction** (mini-lessons, guided reading, skills groups)
  - Think Aloud and Model
  - Discuss how reading a story/poem is different from the dramatic representation
  - View different forms on the same topic and compare and contrast the forms

- 3. **Independent Reading** (15-20 minutes per day)
  - Compare different forms of text on the same topic

- 4. **Confer With Students**

- 5. **Small-group Instruction** (mini-lessons, guided reading, skills groups)

#### Journeys
- **Unit 2, Lesson 6 (2014)**
  - Invasion From Mars
- **Unit 4, Lesson 16**
  - Riding Freedom
- **Unit 5, Lesson 25**
  - The Fun They Had

#### Ready Common Core
- Media Feature p. 234
  - Connecting Presentations of a Text

#### Additional Resources
- Poem - *Ruby Showed the Way* (PDF) with Video - “Life and Times of Ruby Bridges”
  - [https://youtu.be/Ur5IF-qp8-8](https://youtu.be/Ur5IF-qp8-8)
mysteries and adventure stories) on their
approaches to similar themes and topics.

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

<table>
<thead>
<tr>
<th>I can compare and contrast how similar patterns of events are presented in stories, myths, and traditional literature from different cultures. (RL.4.9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can locate portions of a text that are difficult for me. (RL.4.10)</td>
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<tr>
<td>I can list questions, as I have about a text and ask for help in order to understand portions of a text that are too difficult for me. (RL.4.10)</td>
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<tr>
<td>I can determine reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult text. (RL.4.10)</td>
</tr>
</tbody>
</table>

**-Refer to chart on Identifying Theme**
**-Model comparing and constrasting using Venn-Diagram**

3. Independent Reading (15-20 minutes per day)
-Compare and contrast themes from different literature using a Venn-Diagram

4. Confer With Students
5. Small-group Instruction (mini-lessons, guided reading, skills groups)

<table>
<thead>
<tr>
<th>Compare Themes of: The Dove and the Ant with The Grasshopper and the Ant (PDF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 6, Lesson 26 (Poems) The Spider with Spider Ropes</td>
</tr>
<tr>
<td>Unit 4, Lesson 18 p. T191 (2014) Compare Quests Hercules' Quest with Zomo’s Friends</td>
</tr>
</tbody>
</table>

**Ready Common Core**
Lesson 25 Comparing Topics and Themes in Stories
Lesson 26 Comparing Patterns of Events in Stories

**Technology**

8.1.5.D.2 Analyze the resource citations in online materials for proper use.
8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.
8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.
8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century.

**NJSLS**
https://www.state.nj.us/education/cccs/2016/ela/

**PARCC Evidence Table** Click 4th grade reading evidence
Summary of Unit:
By the end of Marking Period 4, students will be able to:

- refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
- interpret information presented visually, orally or quantitatively and explain how the information contributes to an understanding of the text
- understand the difference between a firsthand and secondhand account of the same event or topic
- determine a theme of a story, drama, or poem from details in the text
- determine the main idea of a text and explain how it is supported by key details
- summarize the text
- understand the different ways texts are organized, such as chronological, compare/contrast, cause/effect, and problem/solution
- explain how an author uses reasons and evidence to support particular points in a text
- compare and contrast how similar topics, themes, and pattern of events are presented in stories, myths, and traditional literature from different cultures
- integrate information from two texts on the same topic in order to write or speak about the subject
- determine the meaning of words
- explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need
- explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy
- distinguish the roles and responsibilities of the three branches of the national government
- explain how the United States government is organized and how the United States Constitution defines and checks the power of government
- explain the process of creating change at the local, state, or national level
- explain the role of historical symbols, monuments, and holidays and how they affect the American identity
- explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world
- develop and implement a group initiative that addresses an economic issue impacting children
- communicate with students from various countries about common issues of public concern and possible solutions
- identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions
- plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions

Social and Emotional Learning Competencies

- Acquire and apply the knowledge, attitudes and skills necessary to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
## Suggested holidays for Marking Period 4:

**Social Studies Resources**
- Autism Awareness Day
- Memorial Day
- Flag Day
- Earth Day

**Reading Anchor Charts**

**Ongoing source for digital literacy:**
- Newsela

## 21st Century/Future Ready Skills

**21st Century Crosswalk**

**Future Ready Skills Organizer**

- **Backchanneling**: opportunities for digital conversation with sites like TodaysMeet, Padlet, Edmodo
- Collaborative learning on Google apps (Docs, Forms, Slides, Sheets, etc)
- Self-reflection and Self-assessment
- Collaborate to draw conclusions, understanding and tolerating other opinions
- Use text and research to problem solve
- Respond to text and information through online platforms, such as blogs, youtube, podcasts
- Communicate and articulate thoughts accurately

**Digital Storytelling**

- Project/Problem based learning opportunities (examples, but not limited to):
  - Debate
  - Webquest creation
  - Point of View Plays

## Types of Assessments (assessments directly correlated to standards taught throughout the unit):

### Formative Assessment (daily checks for understanding):

- Reader Response (web based: Kidblog Edublogs Backchanneling and podcasting sites)
- Questioning (game/web based: Kahoot! Pear Deck EDpuzzle Plickers Google products)
- Exit ticket
- Interactive notebooks
- Teacher observations

### Performance Based Task:

**Harcourt - Unit 4 TE p. 137p-137q**

Make a New Jersey Board - In a small group, students will work collaboratively to create a board about New Jersey to highlight important people, places, and events in the state. **RUBRIC**

**Components**

1. Craft a poem about a place in New Jersey that is interesting or beautiful.
2. Write a biography of a person who is important in New Jersey’s government.
3. Create a map of our community including street names and important places. Provide a map key.
4. Include a bar graph showing the population of New Jersey’s five biggest cities.
5. Create a timeline that shows the important events in New Jersey and in the rest of the United States ranging from the time of the Industrial Revolution to present day.
6. Include an image/picture representing an invention made by someone from New Jersey. Using different resources, write about the benefits that came from the invention.
Data driven instruction will enhance our ability to monitor the progress of our students. It is essential that we adjust our instructional plan to meet the needs of our students; so that by the end of a lesson or a weekly assessment 75% of our students can apply learning.

### Instructional Plan

The following is a recommended progression to support the development of understandings necessary for the performance expectation(s). Teachers should consider multiple data points when making instructional decisions.

<table>
<thead>
<tr>
<th>NJSLS</th>
<th>WALT I Can…</th>
<th>Instructional Strategy to teach WALT:</th>
<th>Journey/Harcourt/Heinemann Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RL.4.1</strong>&lt;br&gt;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.&lt;br&gt;<strong>RL.4.10</strong>&lt;br&gt;By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.</td>
<td>I can use details and examples in a text to explain and draw inferences. (RL.4.1)&lt;br&gt; I can use details and examples from the text to make connections. (RL.4.1)&lt;br&gt; I can explain which portions of a text I understand and which portions I don’t. (RL.4.10)&lt;br&gt; I can locate portions of a text that are difficult for me. (RL.4.10)&lt;br&gt; I can list questions, as I have about a text and ask for help in order to understand portions of a text that are too difficult for me. I can determine reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult text. (RL.4.10)</td>
<td>1. Read Aloud&lt;br&gt; - Turning and Talking/ Accountable Talk/ Conversation Circle&lt;br&gt; - Think Aloud and Model&lt;br&gt; - Backchanneling&lt;br&gt; 2. Direct Instruction (mini-lessons, guided reading, skills groups)&lt;br&gt; - Think Aloud and Model&lt;br&gt; - Anchor Chart&lt;br&gt; - Graphic Organizer&lt;br&gt; 3. Independent Reading (15-20 minutes per day)&lt;br&gt; - Focus on using clues to help make inferences&lt;br&gt; - Respond to Text&lt;br&gt; 4. Confer With Students&lt;br&gt; 5. Small-group Instruction (mini-lessons, guided reading, skills groups)&lt;br&gt; - Skill-based Technology Stations</td>
<td>Journeys&lt;br&gt; Unit 4, Lesson 16&lt;br&gt; Riding Freedom&lt;br&gt; Unit 5, Lesson 21&lt;br&gt; The World According to Humphrey&lt;br&gt; Unit 5, Lesson 25&lt;br&gt; The Fun They Had&lt;br&gt; Unit 6, Lesson 26&lt;br&gt; The Girl Who Loved Spiders&lt;br&gt; Unit 6, Lesson 30&lt;br&gt; Mystery at Reed’s Pond&lt;br&gt; Journeys (2014)&lt;br&gt; Unit 2, Lesson 6&lt;br&gt; Invasions from Mars&lt;br&gt; Ready Common Core&lt;br&gt; Unit 2, Lesson 12&lt;br&gt; Supporting Inferences About Literary Texts</td>
</tr>
<tr>
<td>NJSLS</td>
<td>WALT I can...</td>
<td>Instructional Strategy to teach WALT</td>
<td>Journey/Harcourt/Heinemann Resources</td>
</tr>
<tr>
<td>-------</td>
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</tr>
</tbody>
</table>
| R.I.4.7 Interpret information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | I can identify and read charts, graphs, diagrams, timelines, animations or web pages to learn about a topic. (RI.4.7) | 1. Read Aloud  
-Turning and Talking/ Accountable Talk/ Conversation Circle  
-Think Aloud and Model  
-Backchanneling | Journeys  
Unit 1, Lesson 3 (2014)  
*My Librarian is a Camel*  
Unit 1, Lesson 3 (2014)  
*From Idea to Book*  
Unit 1, Lesson 4 (2014)  
*The Kid’s Guide to Money*  
Unit 2, Lesson 6 (2014)  
*The History of Radio*  
Unit 5, Lesson 21 (2014)  
*Make the Switch*  
Unit 6, Lesson 29  
*Following Muir: A Persuasive Essay* |
| R.I.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. | I can explain how charts, graphs, diagrams, timelines, animations or web pages are helpful in learning about a topic. (RI.4.7) | 2. Direct Instruction (mini-lessons, guided reading, skills groups)  
-Think Aloud and Model  
-Anchor Chart  
-Graphic Organizer | |
| | I can identify general academic words or phrases as they are used in text (different ways to say the same thing, e.g., stroll instead of walk. (RI.4.4) | 3. Independent Reading (15-20 minutes per day)  
- Focus on using text features to help with understanding  
- Respond to Text | |
| | I can identify domain specific words or phrases (content words, e.g., sedimentary, igneous, metamorphic) in text. (RI.4.4) | 4. Confer With Students | |
| | I can use various strategies (e.g., context clues, root words, affixes) to determine the meaning of general academic and domain specific words and phrases in text. (RI.4.4) | 5. Small-group Instruction (mini-lessons, guided reading, skills groups)  
-Skill-based Technology Stations | |

**Journeys**

- Unit 1, Lesson 3 (2014)  
  *My Librarian is a Camel*
- Unit 1, Lesson 3 (2014)  
  *From Idea to Book*
- Unit 1, Lesson 4 (2014)  
  *The Kid’s Guide to Money*
- Unit 2, Lesson 6 (2014)  
  *The History of Radio*
- Unit 5, Lesson 21 (2014)  
  *Make the Switch*
- Unit 6, Lesson 29  
  *Following Muir: A Persuasive Essay*

**Harcourt Social Studies**

- Unit 4 - Introduce the Unit p. 137-141  
  *New Jersey Today*
- Unit 4 -  
  *Map and Globe Skills* p. 150-151
- Unit 4 - Virtual Field Trip  
  *The New Jersey State House*

**Suggested Resource:**

- Readworks.org

**Discovery Techbook**

- Streaming Plus-  
  *Making Predictions Using Clues*
- Streaming Plus-  
  *Visual Resources*
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)

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

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

I can locate and use resources (e.g., glossary, footnote, dictionary) to assist me in determining the meaning of unknown words and phrases. (R.I.4.4)

I can use context as a clue to help identify the meaning of a word or phrase while reading multiple non-fiction texts to help understand the text better. (L.4.4.A)

I can apply common grade appropriate Greek and Latin affixes and roots as clues to meaning of a word to help understand its use within the context. (L.4.4.B)

I can locate portions of a text that I understand versus portions that I don’t understand. I can use reading and note-taking strategies that will help me locate portions of a text that are too difficult for me. (R.I.4.10)

I can write down questions I have about a text and ask for help in order to understand portions of a text that are difficult for me. I can determine reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult text. (R.L.4.10)

Ready Common Core
Unit 3, Lesson 13
*Unfamiliar Words* (R.I.4.4)

Unit 3, Lesson 22
*Interpreting Visual Information* (R.I.4.7)
<table>
<thead>
<tr>
<th>NJSLS</th>
<th>WALT I can...</th>
<th>Instructional Strategy to teach WALT</th>
<th>Journey/Harcourt/Heinemann Resources</th>
</tr>
</thead>
</table>
| RI.4.6 | I can understand the difference between a firsthand and secondhand account of the same event or topic. *(RI.4.6)* | 1. Read Aloud  - *Turning and Talking/ Accountable Talk/ Conversation Circle*  - *Think Aloud and Model*  - *Backchanneling*  
2. Direct Instruction (mini-lessons, guided reading, skills groups)  - *Think Aloud and Model*  - *Anchor Chart*  - *Graphic Organizer*  
3. Independent Reading (15-20 minutes per day)  - *Focus on using different perspectives to describe the differences in focus on the same event or topic*  - *Respond to Text*  
4. Confer With Students  
5. Small-group Instruction (mini-lessons, guided reading, skills groups)  - *Skill-based Technology Stations* | *Journeys*  
Unit 3, Lesson 11 *(2014)*  
*Hurricanes*  
with  
*Recovering From Katrina*  
Unit 3, Lesson 13 p. T193 (Text to Text Activity)  
*Antarctic Journal*  
with  
*Cold, Cold Science*  
Unit 1, Lesson 2  
*My Brother Martin* |
| RI.4.4 | I can identify general academic words or phrases as they are used in text (different ways to say the same thing, e.g., stroll instead of walk. *(RI.4.4)* | I can identify domain specific words or phrases (content words, e.g., sedimentary, igneous, metamorphic) in text. *(RI.4.4)*  
I can use various strategies (e.g., context clues, root words, affixes) to determine the meaning of general academic and domain specific words and phrases in text. *(RI.4.4)*  
I can locate and use resources (e.g., glossary, footnote, dictionary) to assist me in |
### 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.

**Example:**
- I can use context as a clue to help identify the meaning of a word or phrase while reading multiple non-fiction texts to help understand the text better. (L.4.4.A)

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

**Example:**
- I can apply common grade appropriate Greek and Latin affixes and roots as clues to meaning of a word to help understand its use within the context. (L.4.4.B)

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

**Example:**
- I can locate portions of a text that I understand versus portions that I don't understand. I can use reading and note-taking strategies that will help me locate portions of a text that are too difficult for me. (R.I.4.10)

- I can write down questions I have about a text and ask for help in order to understand portions of a text that are difficult for me. (R.I.4.10)

- I can understand that leaders provide aid to individuals and nations in need by comparing and contrasting a firsthand and secondhand account of the same event or topic; describe the differences in focus and the

### Harcourt Social Studies
Unit 4: Strand Focus
Civics, Government, and Human Rights

**Suggested Resource:** Readworks.org
### Instructional Plan

<table>
<thead>
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<th>NJSLS</th>
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<th>Instructional Strategy to teach WALT</th>
<th>Journey/Harcourt/Heinemann Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RI.4.1</strong> 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</td>
<td>I can read closely and find answers explicitly in text (right there answers). (RI.4.1) I can read closely and find answers that require an inference (what I know and what I have read in the text tells me (RI.4.1) I can refer to details and examples in a text to make connections. (RI.4.1)</td>
<td>1. Read Aloud - <em>Turning and Talking/ Accountable Talk/ Conversation Circle</em> - <em>Think Aloud and Model</em> - <em>Backchanneling</em> 2. Direct Instruction (mini-lessons, guided reading, skills groups) - <em>Think Aloud and Model</em> - <em>Anchor Chart</em> - <em>Graphic Organizer</em> 3. Independent Reading (15-20 minutes per day) - <em>Focus on using evidence from the text to support a claim</em> - <em>Respond to Text</em></td>
<td><strong>Journeys</strong> Unit 5, Lesson 25 <em>(2014)</em> <em>Toys!</em> Unit 6, Lesson 27 <em>Amphibian Alert</em> Unit 6, Lesson 29 <em>Following Muir: A Persuasive Essay</em> Unit 6, Lesson 30 <em>A Big Python Problem</em></td>
</tr>
<tr>
<td><strong>RI.4.4</strong> Determine the meaning of general academic and</td>
<td>I can identify general academic words or phrases as they are</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Information provided. (6.1.4.A.16, R.I.4.6)*

**Discovery Techbook**
- Streaming Plus- *National Security and Civil Liberties: The War on Terror*
- Streaming Plus- *Everyday Leaders*
- Streaming Plus- *Internationally Known Leaders*
- Streaming Plus- *Red Cross Expands*

**Ready Common Core**
- Unit 3, Lesson 13 *Unfamiliar Words* (RI.4.4)  
- Unit 3, Lesson 16 *Comparing Accounts of the Same Topic* (RI.4.6)
<table>
<thead>
<tr>
<th><strong>Domain-Specific Words or Phrases in a Text Relevant to a Grade 4 Topic or Subject Area</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L.4.4.A</strong> Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</td>
</tr>
<tr>
<td><strong>L.4.4.B</strong> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <em>telegraph</em>, <em>photograph</em>, <em>autograph</em>).</td>
</tr>
</tbody>
</table>

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<tr>
<th><strong>RI.4.10</strong></th>
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<tr>
<td><strong>RI.4.4</strong> I can identify domain specific words or phrases (content words, e.g., sedimentary, igneous, metamorphic) in a text. (RI.4.4)</td>
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<tr>
<td><strong>RI.4.4</strong> I can use various strategies (e.g., context clues, root words, affixes) to determine the meaning of general academic and domain specific words and phrases in a text. (RI.4.4)</td>
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<tr>
<td><strong>RI.4.4</strong> I can locate and use resources (e.g., glossary, footnote, dictionary) to assist me in determining a meaning of unknown words and phrases. (RI.4.4)</td>
</tr>
<tr>
<td><strong>RI.4.4</strong> I can use context as a clue to help identify the meaning of a word or phrase while reading multiple non-fiction texts to help understand the text better. (L.4.4.A)</td>
</tr>
<tr>
<td><strong>RI.4.4</strong> I can apply common grade appropriate Greek and Latin affixes and roots as clues to meaning of a word to help understand its use within the context. (L.4.4.B)</td>
</tr>
</tbody>
</table>

4. Confer With Students

5. Small-group Instruction (mini-lessons, guided reading, skills groups)

- Skill-based Technology Stations
| By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. | I can locate portions of a text that I understand versus portions that I don't understand. (RI.4.10)  
I can use reading and note-taking strategies that will help me locate portions of a text that are difficult for me. (RI.4.10)  
I can write down questions I have about a text and ask for help in order to understand portions of a text that are too difficult for me. (RI.4.10)  
I can describe the circumstances that led to the Bill of Rights by referring 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. (6.1.4.A.2, RI.4.1)  
I can identify the rights granted by the Bill of Rights by referring 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. (6.1.4.A.2, RI.4.1)  
I can predict what might happen if key rights were missing from the | Discovery Techbook  
Streaming Plus- The Bill of Rights  
Streaming Plus- Americans’ Rights: Our Freedoms: The Bill of Rights  
Streaming Plus- Our Government  
Skill Builder- Distribution of Power in the Federal Government  
Harcourt Social Studies  
Unit 4, Lesson 1 National Government  
Unit 4, Lesson 2 State and Local Government  
Suggested Resource: Readworks.org  
BrainPop  
Branches of Government  
Bill of Rights |
<table>
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</table>

6.1.4.A.5 Distinguish the roles and responsibilities of the three branches of the national government.

Constitution by referring 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. (6.1.4.A.2, RI.4.1)

I can identify the key people, groups, and jobs for each branch of government referring 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. (6.1.4.A.5, RI.4.1)
**RL.4.2**
Determine the key details to identify theme in a story, drama, or poem and summarize the text.

I can use details to determine the theme of a text. (RL.4.2)
I can summarize the text. (RL.4.2)
I can understand the structure of a drama write a summary stating the key points of a text. (RL.4.2)
I can explain which portions of a text I understand and which portions I don’t. (RL.4.10)
I can locate portions of a text that are difficult for me. (RL.4.10)
I can determine reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) that will help me comprehend difficult text. (RL.4.10)

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

**Journeys**
Unit 6, Lesson 27
*The Frog in the Milk Pail*
Unit 6, Lesson 27 (Poem)
*Toad by the Road*
Unit 6, Lesson 27 (Poem)
*The Poison Dart Frogs*
Unit 6, Lesson 27 (2014)
*Activity Central- Match the Moral*
Unit 6, Lesson 30
*Mystery at Reed’s Pond*

**Ready Common Core**
Unit 2, Lesson 9
*Determining a Theme of a Story*
Unit 2, Lesson 10
*Determining the Theme of a Poem*
Unit 2, Lesson 11
*Summarizing Literary Texts*
<table>
<thead>
<tr>
<th>NJSLS</th>
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<th>Journey/Harcourt/Heinemann Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.4.2</td>
<td>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</td>
<td>I can define main idea (who or what a text is mainly about). (RI.4.2) I can determine the main idea of a text. (RI.4.2) I can summarize the text. (RI.4.2) I can identify key details in the text and explain how they support the main idea. (RI.4.2)</td>
<td>1. Read Aloud - Turning and Talking/ Accountable Talk/ Conversation Circle - Think Aloud and Model - Backchanneling 2. Direct Instruction (mini-lessons, guided reading, skills groups) - Think Aloud and Model - Anchor Chart - Graphic Organizer 3. Independent Reading (15-20 minutes per day) - Focus on the details used to support the main idea of the text - Respond to Text</td>
</tr>
<tr>
<td>RI.4.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</td>
<td>I can identify general academic words or phrases as they are used in a text (different ways to say the same thing, e.g., stroll instead of walk). (RI.4.4) I can identify domain specific words or phrases (content words, e.g., sedimentary, igneous, metamorphic) in a text. (RI.4.4) I can use various strategies (e.g., context clues, root words, affixes) to determine the meaning of general academic and domain specific words and phrases in a text. (RI.4.4)</td>
<td>4. Confer With Students 5. Small-group Instruction (mini-lessons, guided reading, skills groups) - Skill-based Technology Stations</td>
</tr>
</tbody>
</table>
6.1.4.A.4 Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.

I can read multiple non-fiction text to explain how the jobs in a school work together to make the school run efficiently by determining the main idea of a text and explain how it is supported by key details; summarize the text. 
(6.1.4.A.4,RI.4.2)

I can read multiple non-fiction texts and explain how and why the U.S. Constitution established the Executive, Legislative, and Judicial branches as the structure of American government by determining the main idea of a text and explain how it is supported by key details; summarize the text.
(6.1.4.A.4,RI.4.2)

I can read multiple non-fiction texts and identify the checks and balances for the three branches of government by determining the main idea of a text and explain how it is supported by key details; summarize the text.
(6.1.4.A.4,RI.4.2)

I can read multiple non-fiction text and analyze the relationship between the three branches in a system of checks and balances and separation of powers by determining the main idea of a text and explain how it is

6.1.4.A.6 Explain how national and state governments share power in the federal system of government.

Discovery Techbook
Streaming Plus- This is Our Government
Streaming Plus- Checks and Balances
Streaming Plus- National Government
Streaming Plus- State Government
Steaming Plus- Local Community Government
Streaming Plus- Uncle Sam and the Star Spangled Banner
Streaming Plus- Welcome to Washington, D.C.

Harcourt Social Studies
Unit 4, Lesson 2
State and Local Government

Unit 4, p. 158-159
Citizenship: Patriotism

Suggested Resource:
Readworks.org
### 6.1.4.A.12
Explain the process of creating change at the local, state, or national level.

- I can read multiple non-fiction text, compare and contrast the responsibilities of state and national government and explain the responsibilities by determining the main idea of a text and explain how it is supported by key details; summarize the text. *(6.1.4.A.6,RI.4.2)*

- I can describe the functions of the government at state & national level by determining the main idea of a text and explain how it is supported by key details; summarize the text. *(6.1.4.A.12,RI.4.2)*

- I can read multiple non-fiction text and describe the process to create change at the local, state or national level by determining the main idea of a text and explain how it is supported by key details; summarize the text. *(6.1.4.A.12,RI.4.2)*
| Explain the role of historical symbols, monuments, and holidays and how they affect the American identity. | I can read multiple non-fiction text and identify well-known historical symbols, monuments, and holidays in the United States by determining the main idea of a text and explain how it is supported by key details; summarize the text. (6.1.4.D.17,RI.4.2) | I can explain the role of historical symbols, monuments, and holidays in the United States by determining the main idea of a text and explain how it is supported by key details; summarize the text. (6.1.4.D.17,RI.4.2) | I can read multiple non-fiction text and explain how historical symbols, monuments, and holidays affect the American identity by determining the main idea of a text and explain how it is supported by key details; summarize the text. (6.1.4.A.17,RI.4.2) |

<p>| Instructional Plan | NJSLS | WALT I can... | Instructional Strategy to teach WALT | Journey/Harcourt/Heinemann Resources |</p>
<table>
<thead>
<tr>
<th>RI.4.5</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI.4.4</td>
<td>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</td>
</tr>
</tbody>
</table>

I can understand the different ways texts are organized, such as chronological, compare/contrast, cause/effect, and problem/solution. (RI.4.5)

I can identify how a text is structured. (RI.4.5)

I can describe how events, ideas, concepts, or information are structured in a text. (RI.4.5)

I can identify general academic words or phrases as they are used in a text (different ways to say the same thing, e.g., stroll instead of walk). (RI.4.4)

I can identify domain specific words or phrases (content words, e.g., sedimentary, igneous, metamorphic) in a text. (RI.4.4)

I can locate and use resources (e.g., glossary, footnote, dictionary) to assist me in determining a meaning of unknown words and phrases. (RI.4.4)

I can use context as a clue to help identify the meaning of a word or phrase while reading multiple non-fiction texts to help understand the text better. (L.4.4.A)

I can apply common grade appropriate Greek and Latin affixes and roots as clues to understand the meaning of a word or phrase while reading multiple non-fiction texts to help understand the text better. (L.4.4.B)

Journeys
Unit 5, Lesson 22
*I Could Do That!*

Unit 5, Lesson 23
*The Ever-Living Tree*

Unit 5, Lesson 24
*Owen and Mzee*

Unit 6, Lesson 28
*Museums Worlds of Wonder*

Discovery Techbook
Streaming Plus-
R.I.4.10
By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

6.1.4.C.18
Explain how the development of communications systems has led to collaboration and the spread of ideas throughout the United States and the world.

<table>
<thead>
<tr>
<th>Clues to the meaning of a word (e.g., telegraph, photograph, autograph).</th>
<th>Meaning of a word to help understand its use within the context. (L.4.4.B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can locate portions of a text that I understand versus portions that I don’t understand. use reading and note-taking strategies that will help me locate portions of a text that are difficult for me. (RI.4.10)</td>
<td>I can write down questions I have about a text and ask for help in order to understand portions of a text that are too difficult for me. (RI.4.10)</td>
</tr>
<tr>
<td>I can read multiple non-fiction text and describe the development of communications systems and 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. (6.1.4.C.18,RI.4.5)</td>
<td>I can explain how communications systems have led to collaboration throughout the United States and the world and 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. (6.1.4.C.18,RI.4.5)</td>
</tr>
</tbody>
</table>

Harcourt Social Studies
Unit 4, Lesson 3
New Jersey’s Economy

Unit 4, Citizenship Skills:
Make an Economic Choice

Suggested Resource:
Readworks.org

Ready Common Core
Unit 3, Lesson 14
Text Structures, Part 1: Cause - Effect and Compare-Contrast

Unit 3, Lesson 15
Text Structures, Part 2: Chronology and Problem-Solution

Website Resources
<table>
<thead>
<tr>
<th>6.3.4.C.1</th>
<th>Develop and implement a group initiative that addresses an economic issue impacting children.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I can read multiple non-fiction text and identify economic issues that impact children and 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. (6.3.4.C.1, RI.4.5)</td>
</tr>
<tr>
<td></td>
<td>I can read multiple non-fiction text and collaborate with peers to develop and implement a plan that addresses an economic issue that impacts children and 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. (6.3.4.C.1, RI.4.5)</td>
</tr>
<tr>
<td></td>
<td>Global Citizen Article-ENVIRONMENT These youth climate activists are making the Paris Agreement a reality in New York City</td>
</tr>
</tbody>
</table>

### Instructional Plan

<table>
<thead>
<tr>
<th>NJSLS</th>
<th>WALT I can...</th>
<th>Instructional Strategy to teach WALT</th>
<th>Journey/Harcourt/Heinemann Resources</th>
</tr>
</thead>
</table>

Global Citizen Article-ENVIRONMENT These youth climate activists are making the Paris Agreement a reality in New York City
| RI.4.8 | Explain how an author uses reasons and evidence to support particular points in a text.  
I can locate reasons and evidence which support the main idea of a text. (RI.4.8)  
I can explain how reasons and evidence in a text support the main idea. (RI.4.8)  
I can identify domain specific words or phrases (content words, e.g., sedimentary, igneous, metamorphic) in a text. (RI.4.4)  
I can use various strategies (e.g., context clues, root words, affixes) to determine the meaning of general academic and domain specific words and phrases in a text. (RI.4.4)  
I can locate and use resources (e.g., glossary, footnote, dictionary) to assist me in determining a meaning of unknown words and phrases. (RI.4.4) |
| RI.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.  
I can use context (e.g., definitions, examples, or restatements in text) as a clue to help identify the meaning of a word or phrase while reading multiple non-fiction texts to help |
| L.4.4.A | I can use context (e.g., definitions, examples, or restatements in text) as a clue to help identify the meaning of a word or phrase while reading multiple non-fiction texts to help |
| **1. Read Aloud**  
-Turning and Talking/ Accountable Talk/ Conversation Circle  
-Think Aloud and Model  
-Backchanneling  
2. Direct Instruction (mini-lessons, guided reading, skills groups)  
-Think Aloud and Model  
-Anchor Chart  
-Graphic Organizer  
3. Independent Reading (15-20 minutes per day)  
- Identify evidence to support the author's purpose of a text  
- Respond to Text  
4. Confer With Students  
5. Small-group Instruction (mini-lessons, guided reading, skills groups)  
-Skill-based Technology Stations | **Journeys**  
Unit 4, Lesson 19  
*Harvesting Hope*  
Unit 5, Lesson 23  
*The Ever-Living Tree*  
Unit 5, Lesson 24  
*Owen and Mzee*  
Unit 6, Lesson 28  
*Museums Worlds of Wonder* |
<table>
<thead>
<tr>
<th><strong>L.4.4.B</strong></th>
<th><strong>R.I.4.10</strong></th>
<th><strong>6.3.4.A.4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <em>telegraph</em>, <em>photograph</em>, <em>autograph</em>).</td>
<td>By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</td>
<td>Communicate with students from various countries about common issues of public concern and possible solutions.</td>
</tr>
<tr>
<td>I can apply common grade appropriate Greek and Latin affixes and roots as clues to meaning of a word to help understand its use within the context. (L.4.4.B)</td>
<td>I can locate portions of a text that I understand versus portions that I don’t understand. (RI.4.10)</td>
<td>I can read multiple non-fiction text and identify issues of public concerns and possible solutions by explaining how an author uses reasons and evidence to support particular points in a text. (6.3.4.A.4, RI.4.8)</td>
</tr>
</tbody>
</table>

**I can understand the text better.** (L.4.4.A)  
I can use reading and note-taking strategies that will help me locate portions of a text that are difficult for me. (RI.4.10)  
I can write down questions I have about a text and ask for help in order to understand portions of a text that are too difficult for me. (RI.4.10)

**Discovery Techbook**  
Streaming Plus- *World Population and Natural Resources*  
Streaming Plus- *Solving Problems*

**Harcourt Social Studies**  
Unit 4, Lesson 4  
*New Jersey’s People*
<table>
<thead>
<tr>
<th>6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledgeably about issues of public concern and possible solutions by explaining how an author uses reasons and evidence to support particular points in a text. (6.3.4.A.4, RI.4.8)</td>
</tr>
<tr>
<td>I can collaborate and communicate with students from various countries about common issues of public concerns and possible solutions by explaining how an author uses reasons and evidence to support particular points in a text. (6.3.4.A.4, RI.4.8)</td>
</tr>
<tr>
<td>I can explain how and why it is important for people from all cultures to work together to find solutions to problems by explaining how an author uses reasons and evidence to support particular points in a text. (6.3.4.D.1, RI.4.8)</td>
</tr>
<tr>
<td>I can identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions by explaining how an author uses reasons and evidence to support particular points in a text. (6.3.4.D.1, RI.4.8)</td>
</tr>
</tbody>
</table>

**Suggested Resource:**
Readworks.org

**Ready Common Core**
Unit 5, Lesson 23
*Explaining an Author’s Reasons and Evidence*
<table>
<thead>
<tr>
<th>NJSLS</th>
<th>WALT I can...</th>
<th>Instructional Strategy to teach WALT</th>
<th>Journey/Harcourt/Heinemann Resources</th>
</tr>
</thead>
</table>
| **RL.4.9** | I can compare and contrast how similar topics and themes are presented in stories, myths, and traditional literature from different cultures. (RL.4.9) | 1. Read Aloud  
- Turning and Talking/ Accountable Talk/ Conversation Circle  
- Think Aloud and Model  
- Backchanneling | Journeys  
Unit 1, Lesson 5 p. T345  
Compare Themes of:  
Stormalong with Hoder the Fisherman |
| RL.4.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed. | 2. Direct Instruction (mini-lessons, guided reading, skills groups)  
- Think Aloud and Model  
- Anchor Chart  
- Graphic Organizer | Unit 3, Lesson 14  
Compare Themes of:  
The Dove and the Ant with  
The Grasshopper and the Ant (PDF) |
| | I can locate portions of a text that I understand versus portions that I don’t understand. (RL.4.10) | 3. Independent Reading (15-20 minutes per day)  
- Identify the theme in a text  
- Compare/contrast themes/events in multiple texts  
- Respond to Text | Unit 6, Lesson 26 (Poems)  
The Spider with  
Spider Ropes |
| | I can use reading and note-taking strategies that will help me locate portions of a text that are difficult for me. (RL.4.10) | 4. Confer With Students | Unit 4, Lesson 18 p. T191 (2014)  
Compare Quests  
Hercules’ Quest with  
Zomo’s Friends |
| | I can write down questions I have about a text and ask for help in order to understand portions of a text that are too difficult for me. (RL.4.10) | 5. Small-group Instruction (mini-lessons, guided reading, skills groups)  
- Skill-based Technology Stations | Unit 5, Lesson 23  
The Ever-Living Tree with  
Towering Trees (Poem) |
| | | | Ready Common Core  
Unit 6, Lesson 25  
Comparing Topics and Themes in Stories |
| | | | Unit 6, Lesson 26  
Comparing Patterns of Events in Stories |
<table>
<thead>
<tr>
<th>NJSL</th>
<th>WALT I can...</th>
<th>Instructional Strategy to teach WALT</th>
<th>Journey/Harcourt/Heinemann Resources</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>RI.4.9</strong></th>
<th><strong>RI.4.4</strong></th>
<th><strong>L.4.4.A</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</td>
<td>Use context (e.g., definitions, examples, or restatements in text) as a clue to help identify the meaning of a word or phrase while reading multiple non-fiction texts to help</td>
</tr>
<tr>
<td>I can access information from several texts about the same topic. (RI.4.9) I can determine which pieces of information best support my topic. (RI.4.9) I can write or speak about a topic accurately after reading several texts on the topic and include information from each source. (RI.4.9) I can identify general academic words or phrases as they are used in a text (different ways to say the same thing, e.g., stroll instead of walk). (RI.4.4) I can identify domain specific words or phrases (content words, e.g., sedimentary, igneous, metamorphic) in a text. (RI.4.4) I can use various strategies (e.g., context clues, root words, affixes) to determine the meaning of general academic and domain specific words and phrases in a text. (RI.4.4) I can locate and use resources (e.g., glossary, footnote, dictionary) to assist me in determining a meaning of unknown words and phrases. (RI.4.4) I can use context as a clue to help identify the meaning of a word or phrase while reading multiple non-fiction texts to help</td>
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<tr>
<td>1. Read Aloud -Turning and Talking/ Accountable Talk/ Conversation Circle -Think Aloud and Model -Backchanneling 2. Direct Instruction (mini-lessons, guided reading, skills groups) -Think Aloud and Model -Anchor Chart -Graphic Organizer 3. Independent Reading (15-20 minutes per day) - Focus on important details from multiple texts to gather relevant information - Respond to Text 4. Confer With Students 5. Small-group Instruction (mini-lessons, guided reading, skills groups) -Skill-based Technology Stations</td>
<td><strong>Journeys</strong> Unit 6, Lesson 30 (Poems) <em>Naming the Turtle</em> with Greater Flamingo Unit 6, Lesson 28 (Poems) <em>Dinosaur Bones</em> with <em>Museum Farewell</em></td>
<td>1. Read Aloud -Turning and Talking/ Accountable Talk/ Conversation Circle -Think Aloud and Model -Backchanneling 2. Direct Instruction (mini-lessons, guided reading, skills groups) -Think Aloud and Model -Anchor Chart -Graphic Organizer 3. Independent Reading (15-20 minutes per day) - Focus on important details from multiple texts to gather relevant information - Respond to Text 4. Confer With Students 5. Small-group Instruction (mini-lessons, guided reading, skills groups) -Skill-based Technology Stations</td>
</tr>
<tr>
<td><strong>clue to the meaning of a word or phrase.</strong></td>
<td><strong>understand the text better. (L.4.4.A)</strong></td>
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<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td><strong>L.4.4.B</strong> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <em>telegraph, photograph, autograph</em>).</td>
<td>I can apply common grade appropriate Greek and Latin affixes and roots as clues to meaning of a word to help understand its use within the context. (L.4.4.B)</td>
<td></td>
</tr>
<tr>
<td><strong>R.I.4.10</strong> By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</td>
<td>I can locate portions of a text that I understand versus portions that I don’t understand. (RI.4.10)</td>
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<td></td>
<td>I can use reading and note-taking strategies that will help me locate portions of a text that are difficult for me. (RI.4.10)</td>
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<td></td>
<td>I can write down questions I have about a text and ask for help in order to understand portions of a text that are too difficult for me. (RI.4.10)</td>
<td></td>
</tr>
<tr>
<td><strong>6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.</strong></td>
<td>I can read multiple non-fiction texts and identify environmental issues and problems at the local and state level by integrating and reflecting on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to</td>
<td></td>
</tr>
</tbody>
</table>

**Harcourt Social Studies**
Unit 4, Lesson 4
*New Jersey’s People*

Unit 4, Lesson 1
*National Government (Bill of Rights)*
with

**BrainPop Video**
<table>
<thead>
<tr>
<th></th>
<th>Unit 4, Lesson 1</th>
<th>National Government (The Three Branches) with Brainpop Video</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unit 4, Biographies New Jersey’s Cultural Ambassadors</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Suggested Resource: Readworks.org Discovery Techbook Streaming Plus What are Environmental Problems?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading Passage Getting Involved in Environmental Issues</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ready Common Core Unit 5, Lesson 24 Integrating Information from Two Sources</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Website Resources Global Issues Article</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Current Environmental Issues and News</td>
<td></td>
</tr>
<tr>
<td></td>
<td>write or speak about the subject knowledgeably. (6.3.4.B.1, RI.4.9) I can read multiple non-fiction texts and propose possible solutions for environmental issues integrating and reflecting 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. (6.3.4.B.1, RI.4.9) I can read multiple non-fiction texts and inform others about environmental issues and present possible solutions integrating and reflecting 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. (6.3.4.B.1, RI.4.9, 4.4)</td>
<td></td>
</tr>
</tbody>
</table>
| Technology | 8.1.5.D.2 Analyze the resource citations in online materials for proper use.  
8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.  
8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.  
8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.  
8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NJSLS</td>
<td><a href="https://www.state.nj.us/education/cccs/2016/ela/">https://www.state.nj.us/education/cccs/2016/ela/</a></td>
</tr>
<tr>
<td>PARCC Evidence Table</td>
<td><a href="#">Click 4th grade reading evidence</a></td>
</tr>
</tbody>
</table>
## Writing Standards Matrix - Grade 4

<table>
<thead>
<tr>
<th>Standard</th>
<th>Writing</th>
<th>Marking Period 1</th>
<th>Marking Period 2</th>
<th>Marking Period 3</th>
<th>Marking Period 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text Types and Purposes</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NJSLS.W.4.1</td>
<td>Write opinion pieces on topics or texts, supporting a point of view with reasons and information</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NJSLS.W.4.1.A</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NJSLS.W.4.1.B</td>
<td>Provide reasons that are supported by facts from texts and/or other sources.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NJSLS.W.4.1.C</td>
<td>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NJSLS.W.4.1.D</td>
<td>Provide a conclusion related to the opinion presented.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NJSLS.W.4.2</td>
<td>Write informative/explanatory texts to examine a topic and convey ideas and information clearly</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NJSLS.W.4.2.A</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NJSLS.W.4.2.B</td>
<td>Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NJSLS.W.4.2.C</td>
<td>Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because)</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Standard</td>
<td>Description</td>
<td>Y</td>
<td>N</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>NJSLS.W.4.2.D</td>
<td>Use precise language and domain-specific vocabulary to inform about or explain the topic.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NJSLS.W.4.2.E</td>
<td>Provide a conclusion related to the information or explanation presented.</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NJSLS.W.4.3</td>
<td>Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NJSLS.W.4.3.A</td>
<td>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NJSLS.W.4.3.B</td>
<td>Use dialogue and description to develop experiences and events or show the responses of characters to situations</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NJSLS.W.4.3.C</td>
<td>Use a variety of transitional words and phrases to manage the sequence of events</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NJSLS.W.4.3.D</td>
<td>Use concrete words and phrases and sensory details to convey experiences and events precisely.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NJSLS.W.4.3.E</td>
<td>Provide a conclusion that follows from the narrated experiences or events.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Production and Distribution of Writing

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJSLS.W.4.4</td>
<td>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.)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>NJSLS.W.4.5</td>
<td>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</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Standard</td>
<td>Writing</td>
<td>Marking Period 1</td>
<td>Marking Period 2</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td>NJSLS.W.4.6</td>
<td>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.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>NJSLS.W.4.7</td>
<td>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>NJSLS.W.4.8</td>
<td>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.</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>NJSLS.W.4.9</td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>NJSLS.W.4.9.A</td>
<td>Apply grade 4 Reading standards to literature (e.g., &quot;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].&quot;).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NJSLS.W.4.9.B</td>
<td>Apply grade 4 Reading standards to informational texts (e.g., &quot;Explain how an author uses reasons and evidence to support particular points in a text&quot;).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>Language</td>
<td>Marking Period 1</td>
<td>Marking Period 2</td>
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<tr>
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<tr>
<td>NJSLS.W.4.10</td>
<td>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</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>NJSLS.SL.4.5</td>
<td>Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NJSLS.SL.4.6</td>
<td>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**Conventions of Standard English**

<table>
<thead>
<tr>
<th>Standard</th>
<th>Language</th>
<th>Marking Period 1</th>
<th>Marking Period 2</th>
<th>Marking Period 3</th>
<th>Marking Period 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>NJSLS.L.4.1.A</td>
<td>Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>NJSLS.L.4.1.B</td>
<td>Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>NJSLS.L.4.1.C</td>
<td>Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>NJSLS.L.4.1.D</td>
<td>Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>NJSLS.L.4.1.E</td>
<td>Form and use prepositional phrases.</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Standard</td>
<td>Language</td>
<td>Marking Period 1</td>
<td>Marking Period 2</td>
<td>Marking Period 3</td>
<td>Marking Period 4</td>
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</tr>
<tr>
<td>NJSLS.L.4.1.F</td>
<td>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>NJSLS.L.4.1.G</td>
<td>Correctly use frequently confused words (e.g., to, too, two; there, their).</td>
<td>x</td>
<td>x</td>
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<td>x</td>
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<tr>
<td>NJSLS.L.4.2.A</td>
<td>Use correct capitalization.</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Standard Language</td>
<td>Marking Period</td>
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<tr>
<td>NJSLS.L.4.2.B</td>
<td>Use commas and quotation marks to mark direct speech and quotations from a text.</td>
<td>x</td>
<td>x</td>
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<td>x</td>
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<tr>
<td>NJSLS.L.4.2.C</td>
<td>Use a comma before a coordinating conjunction in a compound sentence.</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>NJSLS.L.4.2.D</td>
<td>Spell grade-appropriate words correctly, consulting references as needed.</td>
<td>x</td>
<td>x</td>
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<tr>
<td>Knowledge of Language</td>
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<tr>
<td>NJSLS.L.4.3.A</td>
<td>Choose words and phrases to convey ideas precisely</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
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<tr>
<td>NJSLS.L.4.3.B</td>
<td>Choose punctuation for effect.</td>
<td>x</td>
<td>x</td>
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<td>x</td>
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<tr>
<td>NJSLS.L.4.3.C</td>
<td>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</td>
<td>x</td>
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<tr>
<td>Vocabulary Acquisition and Use</td>
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<tr>
<td>Standard</td>
<td>Language</td>
<td>Marking Period 1</td>
<td>Marking Period 2</td>
<td>Marking Period 3</td>
<td>Marking Period 4</td>
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<tr>
<td>NJSLS.L.4.4.A</td>
<td>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>NJSLS.L.4.4.B</td>
<td>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</td>
<td>x</td>
<td>x</td>
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<td>x</td>
</tr>
<tr>
<td>NJSLS.L.4.4.C</td>
<td>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>NJSLS.L.4.5.A</td>
<td>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>NJSLS.L.4.5.B</td>
<td>Recognize and explain the meaning of common idioms, adages, and proverbs.</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>NJSLS.L.4.5.C</td>
<td>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>NJSLS.L.4.6</td>
<td>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</td>
<td>x</td>
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## Grade 4 Writing Marking Period 1

<table>
<thead>
<tr>
<th>Subject: Writing</th>
<th>Time Frame: Marking Period 1</th>
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<tbody>
<tr>
<td>Grade: 4</td>
<td></td>
</tr>
<tr>
<td>Unit Title: Narrative</td>
<td></td>
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</tbody>
</table>

**Summary of Unit:** By the end of Marking Period 1, students will be able to:
- establish a situation and introduce a narrator and/or characters
- organize an event sequence
- use dialogue and description to develop events or show responses of characters
- use a variety of words and phrases to manage the event sequence
- use concrete words and phrases and sensory details
- provide a conclusion that follows from the narrated events
- with guidance and support, develop and strengthen writing as needed by planning, revising and editing
- with guidance and support, 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
- write routinely over extended time frames

**Social and Emotional Learning Competencies**
- Acquire and apply the knowledge, attitudes and skills necessary to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

**Speaking/Listening and Language Skills:**

**SL.4.1.A** Explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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

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

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

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

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

### 21st Century Crosswalk

**Writing Anchor Charts**

**Student sample writing**

Types of Assessments (assessments directly correlated to standards taught throughout the unit):

**Formative Assessment (daily checks for understanding):**

**21st Century/Future Ready Skills**

**Future Ready Skills Organizer**
• Anecdotal Records
• Portfolio Check
• Exit Ticket
• Class Record Sheet p. 86
• Class Record Sheet p. 142 - Language Conventions

On Demand Writing for Students to Practice Skills
Achieve the Core Narrative Prompts - Click Here
America’s Choice Narrative Prompt - Click Here
Writing Exemplars - Click Here

End of Unit Assessment:
Students can choose one piece throughout the Instructional Cycle to publish
Author’s Chair Celebration - Bringing Closure - Click Here

District Rubric- Click- Here

Executive Summary and Conversion Chart-Here

Suggested Writing Topics:
• Personal Narrative
• Fables
• Narrative Fiction Pieces
• Realistic Fiction Pieces
• Alternate Endings to Favorite Stories
• Continuation to a Story read in class
• See Independent Application p. 105 - 108 for other types of narrative writing ideas

Data driven instruction will enhance our ability to monitor the progress of our students. It is essential that we adjust our instructional plan to meet the needs of our students; so that by the end of a lesson or a weekly assessment 75% of our students can apply learning

<table>
<thead>
<tr>
<th>NJSLSt</th>
<th>WALT I Can</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.4.3</td>
<td>I can introduce my reader to the topic by clearly identifying the characters, setting, plot, narrator, sensory details, and sequence of events while using</td>
</tr>
</tbody>
</table>
**W.4.3.A** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

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

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

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

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

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

**W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)

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

**W.4.10** 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.

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

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

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

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

**L.4.1.E** Form and use prepositional phrases.

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

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

**L.4.2.A** Use correct capitalization.

**L.4.3.A** Identify the writing style that best fits my task, purpose, and audience.

**L.4.3.B** I can develop and strengthen my writing by planning, revising and editing.

**L.4.3.C** I can develop and strengthen my writing by planning, revising and editing.

**L.4.3.D** I can define narrative and describe the basic parts of plot by ordering adjectives within sentences according to conventional patterns (W.4.3.A, L.4.1.D).

**L.4.3.E** I can orient (set the scene for) the reader by introduction the narrator, characters, and the event/situation that starts the story in motion and also use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why) as well as prepositional phrases (W.4.3.A, L.4.1.A, L.4.1.E).

**L.4.3.F** I can describe experiences and events through character dialogue helping my reader to better understand while using commas and quotation marks to mark direct speech and quotations and progressive verb tenses (W.4.3.B, L.4.2.B, L.4.1.B).

**L.4.3.G** I can use a variety of transitional words and phrases to organize the sequence of events and use a comma before a coordinating conjunction in a compound sentence (W.4.3.C, L.4.2.C)

**L.4.3.H** I can use specific words or phrases and sensory details to describe experiences and events in narrative writing by choosing words and phrases to convey ideas precisely and punctuation for effect while also correctly using frequently confused words (W.4.3.D, L.4.3.A, L.4.3.B, L.4.1.G).

**L.4.3.I** I can write a logical conclusion when writing a narrative piece while being able to spell grade level- appropriate words correctly, consulting references as needed and using modal auxiliaries to convey various conditions. (W.4.3.E, L.4.2.D, L.4.1.C).

**L.4.3.J** I can identify the writing style that best fits my task, purpose, and audience.

**L.4.3.K** I can use organizational/formatting structures (graphic organizers) to develop my writing ideas.

**L.4.3.L** I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style and use accurately grade- appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (W.4.4, L.4.6).

**L.4.3.M** I can use prewriting strategies to formulate ideas.

**L.4.3.N** I can recognize that a well-developed piece of writing requires more than one draft (W.4.5).

**L.4.3.O** I can apply revision strategies and spell grade appropriate words correctly, consulting references as needed (W.4.5, L.4.2.D).

**L.4.3.P** I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. and use correct capitalization, commas, and quotation marks to mark direct speech and quotations (W.4.5, L.4.2.A, L.4.2.C).

**L.4.3.Q** I can prepare multiple drafts using revisions and edits to develop and strengthen my writing (W.4.5).

**L.4.3.R** I can develop and strengthen my writing by planning, revising and editing.
**L.4.2.B** Use commas and quotation marks to mark direct speech and quotations from a text.

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

**L.4.2.D** Spell grade-appropriate words correctly, consulting references as needed.

**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).

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

(W.4.5)  
- I can use technology to produce and publish my writing (W.4.6)
- I can use technology (e.g. *email, blogs, Skype, etc.*) to communicate with others (W.4.6)
- I can use proper keyboarding skills to compose and prepare my writing for publication (W.4.6)
- I can write a minimum of one page in one sitting (W.4.10)
- I can write for extended periods of time for many tasks, purposes and audiences (W.4.10)
- I can choose my writing structure to fit my task, purpose, and/or audience
- I can write for a variety of reasons

**Mentor Texts (LA Integration)**  
- All Narrative stories in Unit 1 Reading can be selected to use as mentor texts and read under the lens of a writer

**Anchor Charts**  
- For each lesson, it is important to create collaborative anchor charts for student to reference later

Click [Here](#) for examples to Anchor Charts

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<table>
<thead>
<tr>
<th>Instructional Strategy to teach WALT</th>
<th>The Common Core Writing Book by: Gretchen Owocki</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Establishing the Writing Environment</strong></td>
<td><strong>Establishing the Writing Environment - America's Choice</strong></td>
</tr>
<tr>
<td>- Review expectations and discuss what writing time looks like</td>
<td>- Click <a href="#">Here</a> for resources to integrate daily routines and expectations</td>
</tr>
<tr>
<td>- Anchor Chart about what good writers do and think</td>
<td></td>
</tr>
</tbody>
</table>

**Instructional Strategy to teach WALT**

**Finding a Topic**  
- Create a *heart map* for things they love, like to do, a special person
- Create a *jar with story starters* for those who get stuck
- Create a list of topics to use for future writing and post (pg 88)

**Creating Sequence**  
- Sketch the Sequence (pg 89)
- Use a Narrative Map (pg 89)
● determining voice of a story
● closure
● clear and coherent writing
● edit and revise
● peer editing

Shared writing experiences
● group stories, input from stories
● create a shared writing piece to model for use during mini-lessons

Jot Notes about Sequence (pg 89)
Use Sticky Notes (pgs 89-90)

Establishing the Situation
● Choose a few techniques from figure 3-11 (p.91) to introduce in different mini-lessons to students
● LearnZillion Lesson - Creating Conflict

Using Description
● Detailing a person, place, thing (pg 91)
● Elaborating an Event (pg 92)
● Using Sensory Details (pg 92)
● Showing, Not Telling (pg 92)
● Drawing from Word Lists (pgs 92-93)
● Rewording (pg 93)
● LearnZillion Lesson - Adding Details to a Character
● LearnZillion Lesson - Including All Events

Using Dialogue
● Learn from Professional Authors (pg 94)
● Trying out Speech Bubbles (pg 94)
● Practicing with a Painting (pg 94)
● Using Dialogue Tags (pgs 95-96)
● Weaving in Dialogue (pg 95)
● LearnZillion Lesson - Describing Character Using Dialogue
● LearnZillion Lesson - Adding Dialogue

Using Words and Phrases to Signal Event Order
● Making the process explicit (pg 96)
● Word bank words
● Practice with Sequencing (pg 97)
● Learn from Other Students (pg 96)
● LearnZillion Lesson - Adding in Temporal Words
● LearnZillion Lesson - Varying Transitions

Providing a Sense of Closure
● Learn from Mentor Texts (pg 99)
● Techniques for Closure (Figure 3-16, p.100)

Crafting a Title
● Rationalizing Title Preferences (pg 99)
<table>
<thead>
<tr>
<th>Peer Editing - Content Based</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Conferring with Peers - Conference Routine (pgs 103-104)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evaluating and Analyzing Pieces</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Analyzing Class Samples (pg 101)</td>
</tr>
<tr>
<td>● Questions for Analyzing and Evaluating (Figure 3-17) (pgs 101-102)</td>
</tr>
<tr>
<td>● Analyzing and Evaluating Mentor Text (pg 101)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clear and Coherent Writing Using Development and Organization (these mini lessons should be used after some writing has been completed - rough drafts) (pgs 116-127)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Rereading (pg 116)</td>
</tr>
<tr>
<td>● Staying on Topic (pgs 116-117)</td>
</tr>
<tr>
<td>● Including Everything Important (pg 117)</td>
</tr>
<tr>
<td>● Weeding Out Unimportant (pg 118)</td>
</tr>
<tr>
<td>● Use Every Other Line (pg 119)</td>
</tr>
<tr>
<td>● Sentence Dividing (pg 119)</td>
</tr>
<tr>
<td>● Sentence Combining (pgs 119-120)</td>
</tr>
<tr>
<td>● Identifying the Uses of Paragraphs (pgs 120-121)</td>
</tr>
<tr>
<td>● Adding Voice</td>
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<tr>
<td>● Attending to Voice</td>
</tr>
<tr>
<td>● LearnZillion Lesson - <a href="#">Revising Introductions</a></td>
</tr>
<tr>
<td>● LearnZillion Lesson - <a href="#">Adding Details to Ensure Flow of Story</a></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Edit and Revise (pgs 143-149)</th>
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</thead>
<tbody>
<tr>
<td>● Using an Editing Checklist</td>
</tr>
<tr>
<td>● Using an Editing Circle</td>
</tr>
<tr>
<td>● Playing with punctuation</td>
</tr>
<tr>
<td>● Studying Correct or Incorrect Usage</td>
</tr>
<tr>
<td>● Analyze Class Samples /Mentor Texts(p. 147)</td>
</tr>
<tr>
<td>● Use figure 5-7 and 5-8 to focus questions for students (p. 148 – 149)</td>
</tr>
</tbody>
</table>
### Instructional Strategy to teach WALT

#### Small group for strategies and skills (based on formative assessments)
- adding details
- finding voice
- figurative language
- editing and revising
- grammar skills
- Journeys: Common Core Writing Handbook (consumable)

#### Conferring
- choose a skill(s) to discuss individually with a child - provide precise feedback and next steps directions
- Grammar skills
- See Figure 4-7 (p. 131) for sentence stems to help you with conversation with students

#### Time to write independently and with support
- when teacher is pulling small groups/conferring, students should be working independently or with partner

#### Technology Integration
- Brainstorming using different sources (ie: Padlet)
- Drafting in Google Docs
- Revising and Editing with a partner via shared google doc
- Comic Strip Creators (p. 95)
- See Producing and Publishing Writing - p. 156 - 163 for different ways to integrate technology
  - 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
  - 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
  - 8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.
## Grade 4 - Writing Marking Period 2

<table>
<thead>
<tr>
<th>Subject: Writing</th>
<th>Time Frame: Marking Period 2</th>
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<tbody>
<tr>
<td>Grade: 4</td>
<td></td>
</tr>
<tr>
<td>Unit Title: Informational</td>
<td></td>
</tr>
</tbody>
</table>

### Summary of Unit:
By the end of Marking Period 2, the students will be able to:
- gather information about a topic to share
- determine structure of writing piece
- introduce and organize information in paragraphs and sections
- add facts, definitions, details, quotes, and examples to my writing
- use linking words
- add specific language to inform reader
- develop and introduction and conclusion
- use and apply revising and editing skills
- use evidence for support
- apply different types of technology to the writing process

### Social and Emotional Learning Competencies
- Acquire and apply the knowledge, attitudes and skills necessary to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

### Speaking/Listening and Language Skills:

| SL.4.1.A | Explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| SL.4.1.B | Follow agreed-upon rules for discussions and carry out assigned roles. |
| SL.4.1.C | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |
| SL.4.1.D | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| SL.4.3  | Identify the reasons and evidence a speaker provides to support particular points. |
| SL.4.6  | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |

### 21st Century Crosswalk

#### Writing Anchor Charts

#### Sample Student Writing

### Types of Assessments (assessments directly correlated to standards taught throughout the unit):

#### Formative Assessment (daily checks for understanding):
Data driven instruction will enhance our ability to monitor the progress of our students. It is essential that we adjust our instructional plan to meet the needs of our students; so that by the end of a lesson or a weekly assessment 75% of our students can apply learning.

### Instructional Plan

**NJSLS**  
New Jersey Student Learning Standards

<table>
<thead>
<tr>
<th>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</th>
<th>WALT I Can</th>
</tr>
</thead>
<tbody>
<tr>
<td>• I can select a topic and gather information to share with my audience.</td>
<td>• I can define common formatting structures and determine the best structure that will allow me to organize my information.</td>
</tr>
<tr>
<td>W.4.2.B - Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</td>
<td>• I can introduce an informational topic clearly and organized information in paragraphs and sections (W.4.2.A)</td>
</tr>
<tr>
<td>Grade 4</td>
<td>138</td>
</tr>
<tr>
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</tr>
</tbody>
</table>

**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.  
**W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  
**W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  
**W.4.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  
**W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.  
**W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  
**W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.  
**W.4.10** 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  

| L.4.1.A | Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).  
L.4.1.B | Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.  
L.4.1.C | Use modal auxiliaries (e.g., can, may, must) to convey various conditions.  
L.4.1.D | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag)  
L.4.1.E | Form and use prepositional phrases.  
L.4.1.F | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* |

- I can include informational text features and multimedia to help my reader better understand my message (W.4.2.B)  
- I can use facts, definitions, details, quotations and examples to develop an informational topic and use commas and quotation marks to mark direct speech and quotations from a text in addition to prepositional phrases (W.4.2.B, W.4.2.D, L.4.2.B, L.4.1.E)  
- I can link ideas when writing an informational piece and use modal auxiliaries (e.g., can, may, must) to convey various conditions while also ordering adjectives within sentences and relative pronouns/relative adverbs (W.4.2.C, L.4.1.C, L.4.1.D, L.4.1.A).  
- I can use topic specific language and vocabulary to better inform my reader and choose words and phrases to convey ideas precisely while using grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being (W.4.2.D, L.4.3.A, L.4.6).  
- I can write a concluding statement or paragraph to support my topic when writing an informational piece while choosing punctuation for effect (W.4.4, L.4.3.B).  
- I can identify the writing style that best fits my task, purpose, and audience.  
- I can use organizational/formatting structures (graphic organizers) to develop my writing ideas and create complete sentences while also recognizing and correcting inappropriate fragments and run-ons (W.4.2.A, L.4.1.F).  
- I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style while using correct capitalization, correct use of commas, and grade-appropriate words. (W.4.2.A, W.4.10, L.4.2.A, L.4.2.D).  

When someone helps me:  
- I can use prewriting strategies to formulate ideas  
- I can recognize that a well-developed piece of writing requires more than one draft  
- I can apply revision strategies (W.4.5).  
- I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, and the progressive verb tenses (W.4.5, L.4.1.B).  
- I can prepare multiple drafts using revisions and edits to develop and strengthen my writing  
- I can develop and strengthen my writing by planning, revising and editing (W.4.5)  

When someone helps me:  
- I can use technology to produce and publish my writing (W.4.6)
<table>
<thead>
<tr>
<th><strong>L.4.1.G</strong></th>
<th>Correctly use frequently confused words (e.g., to, too, two; there, their).</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>L.4.2.A</strong></td>
<td>Use correct capitalization.</td>
</tr>
<tr>
<td><strong>L.4.2.B</strong></td>
<td>Use commas and quotation marks to mark direct speech and quotations from a text.</td>
</tr>
<tr>
<td><strong>L.4.2.C</strong></td>
<td>Use a comma before a coordinating conjunction in a compound sentence.</td>
</tr>
<tr>
<td><strong>L.4.2.D</strong></td>
<td>Spell grade-appropriate words correctly, consulting references as needed.</td>
</tr>
<tr>
<td><strong>L.4.3.A</strong></td>
<td>Choose words and phrases to convey ideas precisely</td>
</tr>
<tr>
<td><strong>L.4.3.B</strong></td>
<td>Choose punctuation for effect.</td>
</tr>
<tr>
<td><strong>L.4.3.C</strong></td>
<td>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</td>
</tr>
<tr>
<td><strong>L.4.6</strong></td>
<td>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).</td>
</tr>
</tbody>
</table>

- I can use technology (e.g., email, blogs, Skype, etc.) to communicate with others (W.4.6)
- I can choose credible websites on the Internet that will help me compose, edit, and publish my writing (W.4.6)
- I can use proper keyboarding skills to compose and prepare my writing for publication (W.4.6)
- I can write a minimum of one page in one sitting (W.4.10)
- I can define research and explain how research is different from other types of writing (W.4.8)
- I can focus my research around a question/topic that is provided to determine my own research worthy question
- I can gather a variety of information about my research topic
- I can recall and gather important information from print and digital sources (W.4.9)
- I can take notes and organize information and list the sources that I have used (W.4.8)
- I can sort the information from my notes into provided categories (W.4.8)
- I can prepare a list of sources used during my research (W.4.8)
- I can define textual evidence ("word for word" support)
- I can determine textual evidence that supports my analysis, reflection, and/or research (W.4.8)
- I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research
- I can write for extended periods of time for many tasks, purposes, and audiences
- I can choose my writing structure to fit my task, purpose, and/or audience
- I can write for a variety of reasons

**Mentor Texts (LA Integration)**
- Stories from Unit 2 reading will be appropriate to use as mentor texts under the lens of a writer
- Science Texts can be used to show different features of Informational Texts

**Anchor Charts**
- For each lesson, it is important to create collaborative anchor charts for students to reference later

Click [Here](#) for examples

<table>
<thead>
<tr>
<th><strong>Instructional Strategy to teach WALT</strong></th>
<th><strong>The Common Core Writing Book by: Gretchen Owocki</strong></th>
</tr>
</thead>
</table>
| Model mini lessons - 5-15 minutes -Click [Here](#) for Profession Resource for Teacher | Finding a Topic
|                                          | ● Finding a Meaningful Topic 1. and 2. (p.54) |
- developing topics
- organizing a piece
- elaborating
- adding media
- crafting titles
- researching
- strong opening
- closure
- revising and editing

**Shared writing experiences**
- group stories, input from stories
- create a shared writing piece to model for use during mini-lessons

**Student sharing experiences through storytelling**
- students share aloud

- LearnZillion Lesson - Choosing a Research Topic

**Organizing the Piece**
- Using Assigned Categories or Headings (p.54)
- Developing Categories (p. 54)
- Use a Planning Map (p. 54)
- Sharpening the Focus (p.56)
- LearnZillion Lesson - Formatting with Headings
- LearnZillion Lesson - Using Signal Words for Sequence
- LearnZillion Lesson - Planning with a KWL Chart

**Developing the Content**
- Elaboration (p. 57)
- Stretching a Statement (p. 57)
- Freewriting (p.57)
- Reading (p.58)
- LearnZillion Lesson - Adding Facts
- LearnZillion Lesson - Connect a Quote
- LearnZillion Lesson - Connecting Using Transitions
- LearnZillion Lesson - Using Content Specific Words

**Using Illustrations and Other Media** (p. 58)

**Planning Research Opportunities**
- Use lessons from Anchor 7, p. 166 - 171 - This will create shared writing lessons on research
- Use Note-Taking Forms (Figure 8-1)
- Marking Digital Resources p. 179- 180
- Gathering Supporting Evidence from Informational Text (Figure 9-1 or 9-2)
- LearnZillion Lesson - Develop a Research Question
- LearnZillion Lesson - Finding Evidence in Text

**Crafting a Strong Introduction**
- Learning from Professional Authors
- Try different opening techniques (Use figure 2-14 and choose some to share with students/ p. 62)
- LearnZillion Lesson - Introducing a Topic by Using Background

**Providing a Sense of Closure**
- Learn from Mentor Texts (p. 60)
- Techniques for Closure (Figure 2-15, p.63)

**Crafting a Title**
- Considering Titles Across Genres (p.59)

**Evaluating and Analyzing Pieces**
- Analyzing Class Samples - Use figure 2 -16 as a guide - p. 64
- Analyzing and Evaluating Mentor Text (p. 65)

**Clear and Coherent Writing Using Development and Organization** (these mini lessons should be used after some writing has been completed - rough draft) *(pgs 116-127)*
- Rereading
- Staying on Topic
- Including Everything Important
- Weeding Out Unimportant
- Use Every Other Line
- Sentence Dividing
- Sentence Combining
- Identifying the Uses of Paragraphs
- Attending to Voice
- LearnZillion Lesson - [Revising to Make Sure Information Relates](#)
- LearnZillion Lesson - [Connecting Ideas in a Paragraph](#)
- LearnZillion Lesson - [Adding Text Features](#)

**Edit and Revise**
- Using an Editing Checklist (p. 143)
- Encourage the Circling of Suspicious Spellings (p. 144)
- Use Copy Editing Symbols (p. 144)
- Conferring with Peers (Figure 2-18, p. 66)
- LearnZillion Lesson - [Revising by Grouping](#)

**Producing and Publishing Writing**
To address CCSS W.4.6, please see Anchor 6 p. 156- 162. You will see multiple ideas for you to choose from based on your students.

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**Instructional Strategy to teach WALT**

**Small group for strategies and skills (based on formative assessments)**
- adding details
- expressing ideas
- grammar
- revising and editing
- adding figurative language
- Journeys: Common Core Writing Handbook (consumable)

**Conferring**
- choose a skill(s) to discuss individually with a child - provide feedback and next steps directions based on anecdotal records
- Grammar skills
- Conferring with the Teacher (Figure 2-17, p. 66)
- Revising and Editing with a Partner (Figure 2-18, p. 66)

**Time to write independently and with support**
- when the teacher is pulling small groups/conferring, students should be working independently or with a partner

**Technology Integration**
- Brainstorming using different sources (ie: Padlet)
- Drafting in Google Docs
- Creating a How To Using Google Slides, can add media
- Other interactive Apps
- Final Writing Pieces can be in Digital Format - See **Independent Application** p. 67 - 71 for different ideas
  - 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.
  - 8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue.
  - 8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.
Grade 4 - Writing Marking Period 3

<table>
<thead>
<tr>
<th>Subject: Writing</th>
<th>Time Frame: Marking Period 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade: 4</td>
<td></td>
</tr>
<tr>
<td>Unit Title: Opinion</td>
<td></td>
</tr>
</tbody>
</table>

Summary of Unit: By the end of Marking Period 3, the students will be able to:
- determine my opinion or point of view
- introduce topic using my opinion
- support my opinion with facts/reasons from different sources
- create a structure for my writing using different organizers
- link ideas using specific words and phrases
- provide a sense of closure in my writing
- revise writing using editing
- respond to questions and suggestions from peers
- with assistance, use digital tools to produce and publish writing
- with guidance and support, recall information from experiences or gather information from provided sources to answer a question
- write for varied lengths of time
- write for a variety of purposes

Social and Emotional Learning Competencies
- Acquire and apply the knowledge, attitudes and skills necessary to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Speaking/Listening and Language Skills:
- **SL.4.1.A** Explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **SL.4.1.B** Follow agreed-upon rules for discussions and carry out assigned roles.
- **SL.4.1.C** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **SL.4.1.D** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **SL.4.3** Identify the reasons and evidence a speaker provides to support particular points.
- **SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- **SL.4.6** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

21st Century Crosswalk
- **Writing Anchor Charts**

21st Century/Future Ready Skills
- **Future Ready Skills Organizer**
Types of Assessments (assessments directly correlated to standards taught throughout the unit):

**Formative Assessment (daily checks for understanding):**
- Anecdotal Records
- Portfolio Check
- Exit Ticket
- Class Record Sheet p. 17
- Class Record Sheet p. 142 - Language Conventions

**On Demand Writing for Students to Practice Skills**
Achieve the Core - Opinion Prompt - Click [Here](#)
Opinion Exemplar - Click [Here](#)

**End of Unit Assessment:**
Students can choose one piece throughout the Instructional Cycle to publish
Author’s Chair Celebration - Bringing Closure - Click [Here](#)

**District Rubric** - Click [Here](#)

**Executive Summary and Conversion Chart** [Here](#)

**Suggested Writing Topics:**
- Express an opinion about a favorite food, place, person
- Opinion about a character read in Cycle 3 Reading
- Opinion about a topic/theme read in Reading or Science
- Persuasive Piece about a relevant Social Issue that Students can relate to
- See Independent Application - p. 31 - 34 for other types of Opinion Writing

Data driven instruction will enhance our ability to monitor the progress of our students. It is essential that we adjust our instructional plan to meet the needs of our students; so that by the end of a lesson or a weekly assessment 75% of our students can apply learning.

### Instructional Plan

<table>
<thead>
<tr>
<th>NJSLS</th>
<th>WALT I Can</th>
</tr>
</thead>
</table>
| W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | • I can determine my opinion or point of view on a topic or text (W.4.1.A)  
• I can include my opinion within the introduction of the topic when |
| W.4.1.A | Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. |
| W.4.1.B | Provide reasons that are supported by facts from texts and/or other sources |
| W.4.1.C | Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition) |
| W.4.1.D | Provide a conclusion related to the opinion presented. |
| W.4.4 | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |
| W.4.5 | With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. |
| W.4.6 | With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. |
| W.4.7 | Conduct short research projects that build knowledge through investigation of different aspects of a topic. |
| W.4.8 | Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. |
| W.4.9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| W.4.10 | 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. |

| L.4.1.A | Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). |
| L.4.1.B | Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. |
| L.4.1.C | Use modal auxiliaries (e.g., can, may, must) to convey various conditions. |
| L.4.1.D | Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag) |
| L.4.1.E | Form and use prepositional phrases. |
| L.4.1.F | Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* |

| W.4.9 | I can recognize that a well-developed piece of writing requires more than one draft. |
| W.4.10 | Prepare and submit multiple drafts using revisions and edits to develop and strengthen writing in a way that includes grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being. (W.4.5, L.4.6) |

When someone helps me:
| W.4.5 | I can use prewriting strategies to formulate ideas. |
| W.4.10 | I can recognize that a well-developed piece of writing requires more than one draft. |
| W.4.5 | I can apply revision strategies to ensure that I am using grade-appropriate words correctly. (W.4.5, L.4.2.D) |
| W.4.5 | I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, and commas correctly. (W.4.5, L.4.2.A, L.4.2.B, L.4.2.C) |
| W.4.5 | I can prepare multiple drafts using revisions and edits to develop and strengthen my writing in a way that includes grade-appropriate general academic and domain specific words and phrases, including those that signal precise actions, emotions, or states of being. (W.4.5, L.4.6) |

When someone helps me:
| W.4.6 | I can use technology to produce and publish my writing. |
| W.4.5 | I can use technology (e.g. email, blogs, Skype, etc.) to communicate with others. (W.4.6) |
| W.4.5 | I can choose credible websites on the Internet that will help me compose, edit, and publish my writing. |
| W.4.6 | I can use proper keyboarding skills to compose and prepare my writing for publication. (W.4.6) |
| L.4.1.G | Correctly use frequently confused words (e.g., to, too, two; there, their). |
| L.4.2.A | Use correct capitalization. |
| L.4.2.B | Use commas and quotation marks to mark direct speech and quotations from a text. |
| L.4.2.C | Use a comma before a coordinating conjunction in a compound sentence. |
| L.4.2.D | Spell grade-appropriate words correctly, consulting references as needed. |
| 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). |
| L.4.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |

- I can write a minimum of one page in one sitting (W.4.10) |
- I can define research and explain how research is different from other types of writing (W.4.7) |
- I can focus my research around a question/topic that is provided to determine my own research worthy question (W.4.7) |
- I can recall and gather important information from print and digital sources (W.4.8) |
- I can take notes and organize information and list the sources that I have used (W.4.7, W.4.9) |
- I can sort the information from my notes into provided categories (W.4.8) |
- I can prepare a list of sources used during my research (W.4.8) |
- I can define textual evidence (“word for word” support) (W.4.9) |
- I can determine textual evidence that supports my analysis, reflection, and/or research (W.4.9) |
- I can compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research (W.4.9) |
- I can write for extended periods of time for many tasks, purposes and audiences (W.4.10) |
- I can choose my writing structure to fit my task, purpose, and/or audience (W.4.10) |
- I can write for a variety of reasons (W.4.10) |

**Mentor Texts (LA Integration)**
- Stories from Unit 3 reading will be appropriate to use as mentor texts under the lens of a writer |
- Science texts can be used as a springboard for an opinion on a specific, relevant topic

**Anchor Charts**
- For each lesson, it is important to create collaborative anchor charts for students to reference later |
Click [Here](#) for Examples

**Instructional Strategy to teach WALT**

**Finding a Topic**
- Opinions about text read in reading |
- Opinion about a topic in science |
- Generating Meaningful Topics (p. 19) |
- LearnZillion Lesson: [Identifying What is Being Asked](#)
| Supporting with Details/Facts | LearnZillion Lesson: **Brainstorming Topics Using Issues in the World**  
|--------------------------------|---------------------------------------------------------------------|
| Using Evidence for Support of Opinion | LearnZillion Lesson: **Generating Ideas by Creating Lists**  
| Developing Introduction | (See page 7 for additional topic starters for opinion writing)  
| Using Linking Words | **Stating an Opinion**  
| Providing Sense of Closure | - Here's What I Thought (p. 20)  
| Editing/Revising | - In My Opinion (p. 20)  
| Clear and Coherent Writing | - LearnZillion Lesson: **Write Opinions**  
| Peer Editing | - LearnZillion Lesson: **Taking a Position**  
|                     | - LearnZillion Lesson: **Introduce Opinion**  
|                     | - LearnZillion Lesson: **Develop a Thesis**  
|                     | - LearnZillion Lesson: **Write a Thesis Statement**  
| Shared Writing Experiences | **Using Details/Facts/Pictures to Support Opinion**  
| - Group Stories, Input for Stories | - Outlining Reasons for an Opinion (p. 22)  
| - Create a Shared Writing Piece to Model for Use During Mini-Lessons | - Gather Support for Evidence - Figure 9-1 (p. 186)  
| - Integrate Information Across Texts - Figure 9-2 (p. 187) | - Gather Evidence for Analysis of Characters, Events or Themes - Figure 9-3 (p. 188)  
| - Generate Reasons | - LearnZillion Lesson: **Generate Reasons**  
| - Support Reasons with Text Details | - LearnZillion Lesson: **Support Reasons with Text Details**  
| Student Sharing Experiences Through Storytelling | **Using Words to Express Opinion**  
| - Students Share Aloud | - Using Words to Express Opinions - Figure 1-12 (p. 21)  
|                     | - LearnZillion Lesson: **Connecting Words Using Transitions**  
|                     | - LearnZillion Lesson: **Use Words and Phrases to Link Ideas**  
|                     | - LearnZillion Lesson: **Use Transition Words and Phrases to Connect Ideas**  
| Create Structure | **Crafting a Strong Introduction**  
| - Opinion Map (p. 11) | - Techniques for an Opening Statement - Figure 1-13 (p. 25)  
| - Use a Planning Map (p. 23) | - Learn from Professional Authors (p. 24)  
| - Use Sticky Notes (p. 23) | - Use Subtitles (p. 23)  
| - LearnZillion Lesson: **Organizing Using a Graphic Organizer**  
| - LearnZillion Lesson: **Writing Body Paragraphs** | - LearnZillion Lesson: **Plan Response by Rereading**  
| - LearnZillion Lesson: **Develop and Organize Supporting Ideas** | - LearnZillion Lesson: **Organizing Creating a Short Plan**  
| - LearnZillion Lesson: **Use Paragraph Form** | - Learn from Professional Authors (p. 24)  

**LearnZillion Lesson:** Brainstorming Topics Using Issues in the World

**LearnZillion Lesson:** Generating Ideas by Creating Lists

(See page 7 for additional topic starters for opinion writing)
• LearnZillion Lesson: **Introducing Opinion by Hooking Reader**
• LearnZillion Lesson: **Draft an Introduction Paragraph**

**Providing a Sense of Closure**
• Techniques for Closure - Figure 1-14 (p. 26)
• Learn From Professional Authors (p. 26)
• LearnZillion Lesson: **Writing a Conclusion Using Big Ideas**
• LearnZillion Lesson: **Draft a Conclusion** - Persuasive
• LearnZillion Lesson: **Draft a Conclusion** - Argumentative

**Evaluating and Analyzing Pieces**
• Analyzing and Evaluating Opinion Pieces - Figure 1-15 (p. 27)
• Analyzing and Evaluating Mentor Text - Figure 1-16 (p. 28)
• Demonstration - Using Evidence (p. 183-185)
• Questions for Analyzing and Evaluating the Use of Evidence - Figure 9-6 (p. 191)
• LearnZillion Lesson - **Evaluate Own Writing**

**Plan Research Opportunities**
• See p. 166 - 171 to see different ways to incorporate shared research opportunities. This can also be addressed during science time
• Research Guide 3-5 Figure 8-2 (p. 176-177)

**Revise and Edit**
• Demonstration of Editing (p. 137-138)
• Using an Editing Checklist (p. 143)
• Quick Editing Mini-lessons (p. 143)
• Encourage the Circling of Suspicious Spellings (p. 144)
• Use an Editing Circle (p. 145)
• Studying Correct or Incorrect Usage (p. 145)
• Use Editing Symbols (p. 144)
• Playing with Punctuation (p. 146)
• Opportunities for Rereading (p. 146)
• LearnZillion Lesson: **Revise Broad Opinions**
• LearnZillion Lesson: **Revise for Correct Use of Facts/Opinions**
• LearnZillion Lesson: **Revise Narrow Opinions**
• LearnZillion Lesson: **Revise by Rereading**
• LearnZillion Lesson: **Revise and Explain Evidence**
Small group for strategies and skills (based on formative assessments)
- expressing opinion
- stating reasons
- supporting opinions with text support
- linking words and phrases
- grammar
- spelling
- Journeys: Common Core Writing Handbook (consumable)

Conferring
- choose a skill(s) to discuss individually with a child - provide feedback and next steps directions based on data analysis and anecdotal records - Use Conference Routine - Figure 1-17 (p.29) to help guide discussion
- Conference Routine to Determine use of Evidence - Figure 9-7 (p. 192)
- Grammar skills - See Conference Routine Figure 5-8 (p. 149) to help guide discussion
- Peer Conference Plan - Figure 9-8 (p. 192) - Supporting Evidence
- Peer Conference Plan - Figure 1-18 (p. 30) - Stating Opinion

Time to write independently and with support
- when teacher is pulling small groups/conferring, students should be working independently or with partner

Technology Integration
- Brainstorming using different sources (ie: Padlet)
- Drafting in Google Docs
- Creating a How To Using Google Slides, can add media
- Other interactive Apps
- See Producing and Publishing Writing - p. 156 - 163 for different ideas using technology
  - 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
  - 8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.
  - 8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.
Grade 4 Writing Marking Period 4

This Marking Period revisits Marking Period 1 and builds upon those skills to advance students’ skill set. Some students will still need reinforcement of earlier skills. Utilizing formative assessment will allow you to make the appropriate instructional decision.

Summary of Unit: By the end of Marking Period 4, students will be able to:

- define narrative structure using plot
- establish a situation
- apply narrative techniques to develop story
- use concrete words and sensory details to help the reader understand events/situation
- develop a story that has sequence
- use transition words to signal change in time and place
- compose a clear and logical piece of writing
- apply editing and revision strategies to develop and strengthen writing

Social and Emotional Learning Competencies

- Acquire and apply the knowledge, attitudes and skills necessary to manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Speaking/Listening and Language Skills:

SL.4.1.A Explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.
SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

21st Century Crosswalk

Writing Anchor Charts
Sample Student Writing

Types of Assessments (assessments directly correlated to standards taught throughout the unit):

Formative Assessment (daily checks for understanding):
On Demand Writing for Students to Practice Skills

End of Unit Assessment:
Students can choose one piece throughout the Instructional Cycle to publish
Author’s Chair Celebration - Bringing Closure - Click Here

District Rubric- Click- Here

Executive Summary and Conversion Chart-Here

Suggested Writing Topics:
- Personal Narrative
- Fables
- Narrative Fiction Pieces
- Realistic Fiction Pieces
- Alternate Endings to favorite stories
- Continuation to a Story read in class
- Revisit pieces from Cycle 1 - Revise and Edit using different crafts
- See Independent Application p. 105 - 108 for other types of narrative writing ideas

Data driven instruction will enhance our ability to monitor the progress of our students. It is essential that we adjust our instructional plan to meet the needs of our students; so that by the end of a lesson or a weekly assessment 75% of our students can apply learning

Instructional Plan

<table>
<thead>
<tr>
<th>NJSLS New Jersey Student Learning Standards</th>
<th>WALT I Can</th>
</tr>
</thead>
</table>
| W.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. | WALT   
  
  - I can introduce my reader to the topic by clearly identifying the characters, setting, plot, narrator, sensory details, and sequence of events while using correct capitalization, complete sentences, and recognizing/ correcting inappropriate fragments or run-on sentences (W 4.3, L.4.1.F, L.4.2.A).  
| W.4.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. |   |
W.4.3.B Use dialogue and description to develop experiences and events or show the responses of characters to situations.
W.4.3.C Use a variety of transitional words and phrases to manage the sequence of events.
W.4.3.D Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.4.3.E Provide a conclusion that follows from the narrated experiences or events.
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)
W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
W.4.10 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.

L.4.1.A Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
L.4.1.B Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
L.4.1.C Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
L.4.1.D Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
L.4.1.E Form and use prepositional phrases.
L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
L.4.1.G Correctly use frequently confused words (e.g., to, too, two; there, their).
L.4.2.A Use correct capitalization.

- I can define narrative and describe the basic parts of plot by ordering adjectives within sentences according to conventional patterns (W.4.3.A, L.4.1.D).
- I can orient (set the scene for) the reader by introduction the narrator, characters, and the event/situation that starts the story in motion and also use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why) as well as prepositional phrases (W.4.3.A, L.4.1.A, L.4.1.E).
- I can describe experiences and events through character dialogue helping my reader to better understand while using commas and quotation marks to mark direct speech and quotations and progressive verb tenses (W.4.3.B, L.4.2.B, L.4.1.B).
- I can use a variety of transitional words and phrases to organize the sequence of events and use a comma before a coordinating conjunction in a compound sentence (W.4.3.C, L.4.2.C).
- I can use specific words or phrases and sensory details to describe experiences and events in narrative writing by choosing words and phrases to convey ideas precisely and punctuation for effect while also correctly using frequently confused words (W.4.3.D, L.4.3.A, L.4.3.B, L.4.1.G).
- I can write a logical conclusion when writing a narrative piece while using spell grade-appropriate words correctly, consulting references as needed and using modal auxiliaries to convey various conditions. (W.4.3.E, L.4.2.D, L.4.1.C).
- I can identify the writing style that best fits my task, purpose, and audience.
- I can use organizational/formatting structures (graphic organizers) to develop my writing ideas.
- I can compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style and accurately be able to spell grade-level-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (W.4.4, L.4.6).
- I can use prewriting strategies to formulate ideas.
- I can recognize that a well-developed piece of writing requires more than one draft (W.4.5).
- I can apply revision strategies and spell grade-appropriate words correctly, consulting references as needed (W.4.5, L.4.2.D).
- I can edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. and use correct capitalization, commas, and quotation marks to mark direct speech and quotations (W.4.5, L.4.2.A, L.4.2.C).
- I can prepare multiple drafts using revisions and edits to develop and
L.4.2.B Use commas and quotation marks to mark direct speech and quotations from a text.
L.4.2.C Use a comma before a coordinating conjunction in a compound sentence.
L.4.2.D Spell grade-appropriate words correctly, consulting references as needed.
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).
L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

**Mentor Texts (LA Integration)**
- All Narrative stories from any Reading Cycle can be selected to use as mentor texts and read under the lens of a writer

**Anchor Charts**
- For each lesson, it is important to create collaborative anchor charts for student to reference later

<table>
<thead>
<tr>
<th>Instructional Strategy to teach WALT</th>
<th>The Common Core Writing Book by: Gretchen Owocki</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Model mini lessons - 5-15 minutes</strong> - Click Here for Professional Resource for Teacher</td>
<td><strong>Finding a Topic</strong></td>
</tr>
<tr>
<td>- developing topics</td>
<td>- Create a <a href="#">heart map</a> for things they love, like to do, a special person</td>
</tr>
<tr>
<td>- developing sequence in a story</td>
<td>- Create a <a href="#">jar with story starters</a> for those who get stuck</td>
</tr>
<tr>
<td>- hooking the reader</td>
<td>- Create a list of topics to use for future writing and post</td>
</tr>
<tr>
<td>- adding details/show not tell</td>
<td>- LearnZillion Lesson - <a href="#">Brainstorming by Listing Ideas</a></td>
</tr>
<tr>
<td>- adding dialogue</td>
<td>- LearnZillion Lesson - <a href="#">Choosing Best Idea from List</a></td>
</tr>
<tr>
<td>- determining voice of a story</td>
<td>- LearnZillion Lesson - <a href="#">Generating a Topic by Webbing</a></td>
</tr>
<tr>
<td>- closure</td>
<td><strong>Creating an Event Sequence</strong></td>
</tr>
<tr>
<td>- clear and coherent writing</td>
<td>- Sketch the Sequence (p. 89)</td>
</tr>
<tr>
<td>- edit and revise</td>
<td>- Use a Narrative Map (p. 89)</td>
</tr>
<tr>
<td>- peer editing</td>
<td>- Jot Notes about Sequence (p. 89)</td>
</tr>
</tbody>
</table>

**Shared writing experiences**
<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>● group stories, input from stories</td>
<td>● Establishing the Situation</td>
</tr>
<tr>
<td>● create a shared writing piece to model for use during mini-lessons</td>
<td>● Choose a few techniques from figure 3-11 (p.91) to introduce in</td>
</tr>
<tr>
<td></td>
<td>different mini-lessons to students</td>
</tr>
<tr>
<td></td>
<td>● Using Description</td>
</tr>
<tr>
<td></td>
<td>● Detailing a Person, Place, Thing (p. 91)</td>
</tr>
<tr>
<td></td>
<td>● Elaborating an Event (p. 92)</td>
</tr>
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<td></td>
<td>● Using Sensory Details (p. 92)</td>
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<tr>
<td></td>
<td>● Showing, Not Telling (p. 92)</td>
</tr>
<tr>
<td></td>
<td>● Drawing from Word Lists (p. 92)</td>
</tr>
<tr>
<td></td>
<td>● Rewording (p. 93)</td>
</tr>
<tr>
<td></td>
<td>● LearnZillion Lesson - <a href="#">Adding Similes</a></td>
</tr>
<tr>
<td></td>
<td>● LearnZillion Lesson - <a href="#">Revising to Show, Not Tell</a></td>
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<td></td>
<td>● Using Dialogue</td>
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<tr>
<td></td>
<td>● Learn from Mentor Texts (p. 94)</td>
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<td></td>
<td>● Trying out Speech Bubbles (p. 94)</td>
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<td></td>
<td>● Practicing with a Painting (p. 94)</td>
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<td>● Using Dialogue Tags (p. 95)</td>
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<tr>
<td></td>
<td>● Weaving in Dialogue (p. 95)</td>
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<td></td>
<td>● Using Words and Phrases to Signal Event Order</td>
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<td>● Making the Process Explicit (p. 96)</td>
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<td></td>
<td>● Word bank words</td>
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<td>● Practice with Sequencing (p. 97)</td>
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<td>● Learn from Other Students (p. 96)</td>
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<td></td>
<td>● Providing a Sense of Closure</td>
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<td>● Learn from Mentor Texts (p. 99)</td>
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<td></td>
<td>● Techniques for Closure (Figure 3-16, p.100)</td>
</tr>
<tr>
<td></td>
<td>● LearnZillion Lesson - <a href="#">Writing a Conclusion</a></td>
</tr>
<tr>
<td></td>
<td>● Peer Editing - Content Based</td>
</tr>
<tr>
<td></td>
<td>● Conferring with Peers - Conference Routine (Figure 3-18, pg. 103 and</td>
</tr>
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<td></td>
<td>Figure 3-19, pg. 104)</td>
</tr>
<tr>
<td></td>
<td>● Evaluating and Analyzing Pieces</td>
</tr>
<tr>
<td></td>
<td>● Analyzing Class Samples (p. 101)</td>
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<tr>
<td></td>
<td>● Questions for Analyzing and Evaluating (p. 102-Figure 3-17)</td>
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</tr>
</tbody>
</table>
### Clear and Coherent Writing Using Development and Organization
(These mini lessons should be used after some writing has been completed - rough drafts)
- Rereading (p. 116)
- Staying on Topic (p. 116)
- Including Everything Important (p. 117)
- Weeding Out Unimportant (p. 118)
- Use Every Other Line (p. 119)
- Sentence Dividing (p. 119)
- Sentence Combining (p. 119)
- Identifying the Uses of Paragraphs (p. 120)
- Attending to Voice (p. 124)
- LearnZillion Lesson - [Revising for Clarity](#)

### Edit and Revise (pgs. 143-150)
- Using an Editing Checklist (p. 143)
- Using an Editing Circle (p. 145)
- Playing with Punctuation (p. 146)
- Studying Correct or Incorrect Usage (p. 145)
- Analyze Class Samples /Mentor Texts (p. 147)
- Use figure 5-7 and 5-8 to focus questions for students (p. 148 - 149)
- LearnZillion Lesson - [Editing](#)

### Instructional Strategy to teach WALT

**Small group for strategies and skills (based on formative assessments)**
- adding details
- finding voice
- figurative language
- editing and revising
- grammar skills
- Journeys: Common Core Writing Handbook (consumable)

**Conferring**
- choose a skill(s) to discuss individually with a child - provide precise feedback and next steps directions
- Grammar skills

**Time to write independently and with support**
- when the teacher is pulling small groups/conferring, students should be working independently or with a partner
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<td>● Revising and Editing with a partner via shared google doc</td>
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<td>● Comic Strip Creators (p.95)</td>
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<td>● See <em>Producing and Publishing Writing</em> - p. 156 - 163 for different ways to integrate technology</td>
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