Somers Point School District



Curriculum

Language Arts Literacy - Reading

Grade Four

August 2016

Board Approved:

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Somers Point Schools

This document reflects the collaboration of teachers, staff, students, parents, and the Board of Education to define our mission, vision and beliefs to guide our work.

Our Mission

Empower each student to make responsible choices, meet challenges, achieve personal success, and contribute to a global society as they apply the New Jersey Core Curriculum Standards to become autonomous, lifelong learners who are literate problem solvers across all disciplines. This is accomplished through:

- Offering diverse, challenging, effective and progressive programs in a safe, nurturing environment
- Providing optimal facilities and resources
- Mastering the skills and tools needed for success
- Facilitating an educational partnership with home, school and community

Our Beliefs

Beliefs: We believe that our empowered learners:

- Participate in educational programs that are designed to meet the needs of learners while providing challenging activities in the context of real life situations
- Are aware of community issues and take part in activities to better their community
- Acquire basic skills in obtaining information, thinking critically, solving problems and communicating effectively
- Develop intellectual curiosity and the ability to access information as needed
- Become reflective learners who have an understanding of their own strengths and weaknesses
- Develop the aptitudes and skills to adjust to a changing world and an unpredictable future
- Are lifetime learners who value and accept learning as a continuing and dynamic process affecting all aspects
 of life
- Value the integrity of all individuals and recognize their own ability to progress academically, socially, and emotionally

Our Vision

The students of the Somers Point School District will demonstrate personal growth over time in relation to individualized goals aligned to the New Jersey Core Content Curriculum Standards. Achievement is evident when students:

- Take academic risks
- Transfer or extend content area knowledge
- Are intrinsically motivated life-long learners
- Are global learners who collaborate beyond the confines of the classroom or school
- Demonstrate social growth
- Are meta-cognitive thinkers
- Solve real-world problems

To foster student achievement Somers Point Educators:

- Promote student-centered learning
- Explicitly communicate the purpose of the lesson and how it fits into students' broader learning
- Provide hands-on learning activities
- Encourage collaboration
- Cultivate a safe environment and a strong classroom community
- Differentiate instruction
- Know the content area, curriculum, and their students
- Integrate technology
- Uncover and capitalize on student interests
- Use assessment data to make instructional decisions
- Commit to life-long learning to improve their practice

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Philosophy

Somers Point's balanced literacy program provides students with literacy instruction in phonemic awareness, phonics, comprehension, fluency, and vocabulary. Beginning in pre-school, students gain skills that are the foundation for later reading and writing. Using the Diagnostic Reading Assessment (DRA2) data, the needs of individual students are met at their reading level in guided reading, strategy groups, and through conferring with students. Teachers in the upper grades provide students the opportunity to use their literacy skills through project-based learning activities that enable students to work collaboratively on real world issues using technology. The district uses Writer's Workshop, an interdisciplinary writing program, to build students fluency in writing through continuous repeated exposure to the process of writing.

Educational Goals & Beliefs

Students are unique and reflect a wide range of diversity.

- Therefore, a variety of instructional strategies and resources will be used to reflect and respect a wide range of diversity.

All students will become empowered by developing their literacy abilities to their fullest potential.

- Therefore, the skills of literacy will be taught in meaningful ways, using research-based instructional strategies that aligned to the learning needs of the individual student.

Students learn best through a variety of language experiences that actively engage them in the acquisition of both basic and higher level thinking skills.

- Therefore, curriculum needs to be presented in an integrated format, which utilizes a balanced literacy approach.

Learning is best enhanced when assessment informs and drives instruction.

- Therefore, assessment will be systematic and closely linked to instruction in order to facilitate sound instructional decisions for each student.

Becoming literate is dependent upon strong links among home, school, and the community.

- Therefore, the various roles of home, school, and community will be highlighted through effective communication and reinforcement of partnerships.

Core Curriculum Content Standards

A note about Language Arts Literacy Common Core Standards:

Reading

- The standards establish a "staircase" of increasing complexity in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.
- Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Because the standards are building blocks for successful classrooms, but recognize that teachers, school districts and states need to decide on appropriate curriculum, they intentionally do not offer a reading list. Instead, they offer numerous sample texts to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.
- The standards mandate certain critical types of content for all students, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.

Writing

- The ability to write logical arguments based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.
- Research—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research—is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.
- Annotated samples of student writing accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades.

Speaking and Listening

- The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.
- An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

Language

• The standards expect that students will grow their vocabularies through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.

- The standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.
- Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking, and listening.

Media and Technology

• Just as media and technology are integrated in school and life in the twenty-first century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

For more information: http://www.state.nj.us/education/cccs/

ELA Curriculum Map-READING Grade 4

Big Idea: Exploring Fiction: Story Elements and Characterization

MARKING PERIOD 1 (page 1)

Enduring	Essential	Skills/21st	Standards	Assessments
Understandings	Questions		Standards	Assessments
-Readers can infer	-How do a	-Summarize	RL.1 Refer to details and	Paguirod Panchmark Assessments
	character's	text.	examples in a text when	Required Benchmark Assessments: BOY assessments
character traits			· · · · · · · · · · · · · · · · · · ·	BOY assessments
based on	actions and	-Identify the	explaining what the text	
character's actions.	motivations	order of	says explicitly and when	Teacher created assessments and
-Readers can	determine the traits of the	events.	drawing inferences from	materials.
analyze how the		-Describe	the text.	
setting affects the	characters?	characters	RL.2 Summarize the text.	Suggested Resources:
story.	-In what ways	citing evidence.	RL.3 Describe in depth a	-Hot and Cold Summer
-Readers can tell if a	can setting	-Compare and	character, setting, or	-Justin and the Best Biscuits
story is written	impact the	contrast first	event in a story or	-Firestorm
from the first or	unraveling of a	and third	drama, drawing on	
third person to help	story?	person point of	specific details in the text	Charlie and the Chocolate Factory (L)
them better	-How are the	view.	(e.g., a character's	www.ReadWork.org (L)
understand the	first person and	-Read fluently	thoughts, words, or	Tales of a Fourth Grade Nothing
author's point of	third person	with	actions).	Frindle
view.	different? How	expression.	RL.6 Compare and	Stone Fox
-Readers identify	can writing	-Have	contrast the point of	http://www.scholastic.com/teachers/top-
their purpose for	from a different	conversations	view from which	teaching/2012/11/teaching-character-
reading.	point of view	and discussions	different stories are	traits-readers-workshop
-Readers activate	change a story?	about what has	narrated, including the	
their schema and	-Why do	been read.	difference between first-	
ask questions as	readers read?	-Identify the	and third-person	Anchor charts
they continually	-How do I draw	problem and	narrations.	
interact with the	from my	solution.	RL.7 Make connections	Reading Notebooks
text.	experiences to	-Describe the	between the text of a	
-Readers will	create	plot of a story.	story or drama and a	
develop a logical	meaningful	-Identify and	visual or oral	
argument	text?	describe the	presentation of the text,	
connecting the	-How does a	setting of a	identifying where each	
main conflict of the	well-planned	story.	version reflects specific	
story with the	plot connect	-Use inferences	descriptions and	
resolution.	the conflict to	to identify	directions in the text.	
-Readers analyze	resolution, and	character traits	RF.4.3 Know and apply	
story elements to	enhance the	and plot	grade-level phonics and	
better understand	overall strength	events.	word analysis skills in	
the story.	of the text?	-Read with	decoding words (a) Use	
	-How would the	accuracy and	combined knowledge of	
Vocabulary:	story be	fluency.	all letter-sound	
First person point of	different if one	-Think critically	correspondences,	
view	of the five main	to make	syllabication patterns,	
Third person point	elements were	connections to	and morphology to read	
of view	missing?	text.	accurately unfamiliar	
Plot,		Collaborate	multisyllabic words in	
characters, setting,		with diverse	context and out of	
sequence,	Modifications:	partners.	context	
problem/conflict,	SE, ELL, BSI, GT	-Reflect	RF.4a-c Read with	
solution/resolution,	Modifications-	critically on	sufficient accuracy and	
Inference	-Adjust pacing	learning	fluency to support	
	-Tiered	experiences.	comprehension	
	-Graphic	-Solve different	SL.1a-d Engage	
	Organizers	kinds of	effectively in a range of	
		unfamiliar	collaborative discussions	

-Testing Adaptations -Small Group Instruction	problems in unconventional and innovative ways.	with diverse partners on a grade 4 topics and texts, building on others' ideas and expressing their own clearly.	

Big Idea: Narrative Nonfiction

Reading-MARKING PERIOD 1 (page 2)

Reading-MARKING PERIOD	_ <u>'' </u>	a		
Enduring	Essential Questions	Skills/21st Century	Standards	Assessments
Understandings				
-Readers understand	-What is historical	-Identify the order	RL.4.2- Determine a	Teacher created
the differences	fiction?	of events	theme of a story, drama,	assessments and
between fiction and	-How are realistic fiction	-Identify the	or poem from details in	materials
non-fiction.	and historical nonfiction	historical time	the text; summarize the	
-Readers recognize the	similar?	period.	text.	
story structure	-How does the setting of	-Identify narrative	RL.4.6- Compare and	Suggested Resources:
encompasses all	the story affect the plot?	elements of	contrast the point of	
elements of realistic	-What are the narrative	historical fiction	view from which	I Survived True Stories:
fiction.	elements of the text?	texts.	different stories are	Five Epic Disasters
-Readers can summarize	-Who are the major	-Summarize the	narrated, including the	Snow Treasure
events that occur in	characters of the text?	events of the text	difference between first	Behind the Bedroom
nonfiction pieces.	-How do readers use	with confidence.	and third-person	Wall
-Readers will use	connections to help	-Describe	narrations.	Who/What Was books
inference to help them	them infer the theme of	characters with	RI4.1 Refer to details	I Survived books
identify the theme of a	a story?	evidence.	and examples in a text	Hank Aaron's Dream
story.	-How are 1st person and	-Identify theme in	when explaining what	(Scholastic Trade book)
-The story is told with	3rd person different?	a variety of texts	the text says explicitly	www.ReadWorks.org
significant accurate	How can writing from a	using inference	and when drawing	StoryWorks/Scholastic
detail to place the	different point of view	-Make inference	inferences from text	News
reader in the historical	change a story?	from a variety of	RI4.2 Determine the	Inside Out and Back
setting, and in		texts.	main idea of a text and	Again
chronological order.	Modifications:	-Compare and	explain how it is	We Are the Ship by
-Readers can tell if a	SE, ELL, BSI, GT	contrast first and	supported by key details;	Kadir Nelson
story is written from the	Modifications-	third person point	summarize the text	
first of third point of	-Adjust pacing	of view.	RI4.3 Explain events,	
view. The ability to	-Tiered	-Have	procedures, ideas, or	
distinguish the two	-Graphic Organizers	conversations and	concepts in a historical,	
helps readers	-Testing Adaptations	discussions about	scientific, or technical	
understand the author's	-Small Group Instruction	what was read.	text, including what	
purpose.	-Active background	-Describe the plot	happened and why,	
-Readers recognize that	knowledge/schema	of a story.	based on specific	
the characters are		-Identify and	information in the texts	
people who did or could		describe the	RI4.5 Describe the	
have lived in a historical		setting of a story.	overall structure of	
setting		-Collaborate with	events, ideas, concepts,	
-Readers recognize the		others to enrich	or information in a text	
setting is a historical time and location.		discussion and	RI4.6 Compare and contrast a firsthand and	
		understanding of	secondhand account of	
-Readers recognize the problem is a result of		the textRead fluently and	the same event or topic;	
the historical event			describe the differences	
around which the book		with expression -Think critically to	in focus and the	
is written.		make connections	information provided.	
is writteri.		to text.		
Vocabulari		-Collaborate with	RI4.9 Integrate information from two	
Vocabulary:		diverse partners.	texts on the same topic	
First person point of		-Reflect critically	in order to write or	
view,		on learning	speak about the subject	
Third person point of		experiences.	knowledgeably	
view,		-Solve different	RF4.4a-c Read with	
plot, characters, setting,		kinds of unfamiliar	sufficient accuracy and	
theme, sequel, moral,		problems in	fluency to support	
problem, solution and		unconventional	comprehension	
inference, time period, era, history		anconventional	- comprehension	
era, mistory				

	and innovative	SL4.1a-d Engage	
	ways.	effectively in a range of	
		collaborative discussions	
		with diverse partners on	
		grade 4 topics and texts,	
		building on others' ideas	
		and expressing their	
		own clearly	
ı		1	

Big Idea: Nonfiction Reading/Technical Text/Scientific MARKING PERIOD 1 (page 3)

Enduring Understandings	Essential Questions	Skills/21st Century	Standards	Assessments
-Non-Fiction reading can	-How do readers	-Compare and contrast	RI.4.1- Refer to details and	Teacher
take on multiple formats,	recognize a nonfiction	fiction vs. nonfiction.	examples in a text when	created
dealing with true	text vs. a fiction text?	-Locate information	explaining what the text says	assessments
information in an	-How is nonfiction	using the table of	explicitly and when drawing	and materials
organized manner.	organized to help	contents an indexBe able to determine	inferences from the text.	
-Dealing with large	readers?	the purpose for reading	RI.4.2- Determine the main	
amounts of information	-How does a reader	and pick an appropriate	idea of a text and explain	
means information is	decide where they will	place to start reading in	how it is supported by key	
organized into categories	begin to read in a non-	the text.	details; summarize the text.	
to aid with reader	fiction book?	-Monitor	RI.4.3- Explain events,	
comprehension.	-How do captions and	comprehension before,	procedures, ideas, or	
-Readers have options for	other text features help	during and after	concepts in a historical,	Suggested
how to gather	a reader to understand	reading using a KWL chart.	scientific, or technical text,	Resources:
information from a non-	their topic better?	-Identify and	including what happened	Time for Kids
fiction text, whether it's	-Why are certain words	understand the	and why based on specific	Doodyyanka
reading cover to cover or	and phrases in different	relevance of text	information in the text.	Readworks
using text features to find	type?	features in a non-fiction	RI.4.4- Determine the	
facts quickly.	(e.g. bold, italics,	text and explain how	meaning of general academic	
-The use of special text	highlighted)	they help readers	and domain-specific words or	
draws the reader's		understand the text.	phrases in a text relevant to	
attention to special	Modifications	-Gather new	a grade 4 topic or subject	
vocabulary that is critcal	SE, ELL, BSI, GT	information by skimming and scanning	area.	
to non-fiction text.	Modifications-	the text.	RI.4.7- Interpret information	
	-Adjust pacing	-Explain the main idea	presented visually, orally, or	
Vocabulary:	-Tiered	and supporting	quantitatively	
	-Graphic Organizers	evidence from the	RI.4.5- Describe the overall	
Headings	-Testing Adaptations	text.	structure (e.g. chronology,	
Photographs and Captions	-Small Group Instruction	-Think critically to make	comparison, cause/effect,	
Diagrams and Labels	-Activate background	connections to text.	problem/solution) of events,	
Charts and Graphs	knowledge/schema	-Collaborate with	ideas, concepts, or	
Types of Print		diverse partnersReflect critically on	information in a text or part	
Inset and Sidebar		learning experiences.	of a text.	
Maps and Timelines		-Solve different kinds of	RI.4.10- By the end of the	
Glossary and Index		unfamiliar problems in	year, read and comprehend	
		unconventional and	informational texts, including	
		innovative ways.	history/social studies,	
			science, and technical texts.	

ELA Curriculum Map MARKING PERIOD 2-page 1

Grade 4

Big Idea: Nonfiction Reading (Biography, Historical)

Enduring	Essential Questions	Skills/21st Century	Standards	Assessments
Understandings				
-Non-Fiction reading	-How does the	-Compare and	RI.4.1- Refer to details and	Teacher created
can take on multiple	organization of a text	contrast fiction vs.	examples in a text when	assessments and
formats, dealing with	help readers to	nonfiction.	explaining what the text	materials
true information in an	recognize a nonfiction	-Locate information	says explicitly and when	
organized manner.	text vs. a fiction text?	using the table of	drawing inferences from the text.	
-Dealing with large	-How does a reader	contents an index.	RI.4.2- Determine the	Suggested Resources:
amounts of information	decide where they will	-Be able to determine	main idea of a text and	
means information is	begin to read in a non-	the purpose for	explain how it is supported	Reading A-Z
organized into	fiction book?	reading and pick an	by key details; summarize	-Grand Canyon
categories to aid with	-How do captions and	appropriate place to	the text.	-Weaving a California
reader comprehension.	other text features help	start reading in the	RI.4.3- Explain events,	Tradition
-Readers have options	a reader to understand	text.	procedures, ideas, or	-Just Like Me
for how to gather	their topic better?	-Monitor	concepts in a historical, scientific, or technical text,	
information from a	-Why are certain words	comprehension	including what happened	www.ReadWorks.org
non-fiction text,	and phrases in different	before, during and	and why based on specific	Text Exemplars
whether it's reading	type?	after reading using a	information in the text.	Dictionary
cover to cover or using	(e.g. bold, italics,	KWL chart.	RI.4.4- Determine the	Thesaurus
text features to find	highlighted)	-Identify and	meaning of general	
facts quickly.		understand the	academic and domain-	
-The use of special text	Modifications:	relevance of text	specific words or phrases	
draws the reader's	SE, ELL, BSI, GT	features in a non-	in a text relevant to a	
attention to special	Modifications-	fiction text and	grade 4 topic or subject area.	
vocabulary that is	-Adjust pacing	explain how they help	RI.4.7- Interpret	
critical to non-fiction	-Tiered	readers understand	information presented	
text.	-Graphic Organizers	the text.	visually, orally, or	
	-Testing Adaptations	-Gather new	quantitatively	
Vocabulary:	-Small Group	information by	RI.4.5- Describe the	
	Instruction	skimming and	overall structure (e.g.	
Headings	-Active background	scanning the text.	chronology, comparison,	
Photographs and	knowledge/schema	-Explain the main idea	cause/effect, problem/solution) of	
Captions		and supporting	events, ideas, concepts, or	
Diagrams and Labels		evidence from the	information in a text or	
Charts and Graphs		text.	part of a text.	
Maps and Timelines		-Think critically to	RI.4.8- Explain how an	
Glossary and Index		make connections to	author uses reasons and	
		text.	evidence to support	
		-Collaborate with	particular points in a text.	
		diverse partners.	RI.4.10- By the end of the	
		-Reflect critically on	year, read and comprehend informational	
		learning experiences.	texts, including	
		-Solve different kinds	history/social studies,	
		of unfamiliar	science, and technical	
		problems in	texts.	
		unconventional and		
		innovative ways.		

Big Idea: Fiction/Folklore/Myths/Legends

MARKING PERIOD 2 (page 2) Enduring Understandings	Essential Questions	Skills/21st Century	Standards	Assessments
-Readers will recognize that	-What is folklore?	-Identify narrative	RL.4.1- Refer to details and	Teacher created
folklore is the traditional	-What are legends?	elements of fiction	examples in a text when	assessments and
beliefs, customs, and stories	-What are myths?	texts.	-	materials
of a community passed	•		explaining what the text	materials
through the generations by	-What are the	-Summarize the	says explicitly and when	
word of mouth.	narrative elements of	events of the text	drawing inferences from the	
-Readers will recognize that a	the text?	with confidence.	text.	
myth is a traditional story	-Who are the major	-Describe characters	RL.4.2 - Determine a theme	
concerning the history	characters of the text?	with evidence.	of a story, drama, or poem	Suggested
of people and highlighting a	-How do readers use	-Identify theme in a	from details in the text;	Resources:
specific event or	connections to help	variety of texts using	summarize the text.	
phenomenon.	them infer the theme	inference	RL.4.4-Determine the	The Legend of
-Readers will recognize that a	of a story?	-Make inference	meaning of words and	Sleepy Hollow
legend is a story thought to	-How are 1st person	from a variety of	phrases as they are used in	
be historical, but can be	and 3rd person	texts.	a text, including those that	adapted by
unsubstantiated. -Readers will identify the	different? How can	-Compare and	allude to significant	Washington Irvin
narrative elements of a text	writing from a	contrast first and	characters found in	and Russ Flint
as the skeleton of any story.	different point of view	third person point of	mythology.	
-Readers will use inference to	change a story?	view.	RL.4.6- Compare and	Assorted Greek
help them identify the theme	-What makes a good	-Have conversations	contrast the point of view	and Roman
of a story.	or bad character in a	and discussions	from which different stories	Myths
-Readers will appreciate well	text?	about what was	are narrated, including the	
developed characters.	text:	read.	difference between first and	
-Readers can tell if a story is				
written from the first of third		-Describe the plot of	third-person narrations.	
point of view. The ability to	Modifications:	a story.	RL.4.9- Compare and	
distinguish the two helps	SE, ELL, BSI, GT	-Identify and	contrast the treatment of	
readers understand the	Modifications-	describe the setting	similar themes and topics	
author's purpose.	-Adjust pacing	of a story.	(e.g. opposition of good and	
Ma a alectares	-Tiered	-Collaborate with	evil) and patterns of events	
Vocabulary: Myth, Legend, Folklore,	-Graphic Organizers	others to enrich	(e.g., the quest) in stories,	
First person point of view,	-Testing Adaptations	discussion and	myths, and traditional	
Third person point of view,	-Small Group	understanding of the	literature from different	
plot, characters, setting,	Instruction	text.	cultures.	
theme, sequel, moral,		-Think critically to		
problem, solution and		make connections to		
inference		text.		
		-Collaborate with		
		diverse partners.		
		-Reflect critically on		
		learning experiences.		
		-Solve different kinds		
		of unfamiliar		
		problems in		
		unconventional and		
		innovative ways.		

Big Idea: Fiction/Introduce Poetry/TEST PREP

MARKING PERIOD 3

Enduring	Essential	Skills/21st	Standards	Assessments
Understandings	Questions	Century Skills		
-Readers	How does	-Read and reread	RL.4.1- Refer to details	Required Benchmark Assessments:
understand that	analyzing text	for different	and examples in a text	MidYear
reading and	deepen student	purposes.	when explaining what	
rereading for	understanding?	-Practice fluently	the text says explicitly	Teacher created assessments and
different purposes		reading aloud.	and when drawing	materials
can deepen their	How does reading	-Identify different	inferences from the text.	
understanding of a	fluently improve	poetry terms	RL.4.2- Determine a	
text.	my	within real poetry	theme of a story, drama,	
-Readers	comprehension?	(stanza, verse,	or poem from details in	
understand that		line, etc)	the text; summarize the	Suggested Resources:
reading fluently,	How does poetry	-Discuss why	text.	https://parcc.pearson.com/practice-
and with expression	differ from other	authors/poets	RL4.3- Describe in depth	tests/english/
can convey their	forms of writing?	choose certain	a character, setting or	Text exemplars
understanding of	_	words over	event in a story	www.ReadWorks.org
the text.	How do you read	others to convey	RL4.5- Explain major	Inside Out and Back Again
-Readers recognize	poetry?	meaning and	differences between	Bridge to Terabithia
that poetry has	, ,	emotion.	poems, drama, and	S
different formats	How do words	-Identify	prose, and refer to the	
than prose. They	create visual	figurative	structural elements of	
can identify poetry	images and	language used in	poems (e.g., verse,	
specific terms such	meaning from the	authentic pieces.	rhythm, meter) and	
as verse, meter, and	reader?	-Discuss the	drama (e.g.,casts of	
stanza.		meaning and the	characters, settings,	
-Readers read	How do different	effect of	descriptions, dialogue,	
poetry with	types of figurative	figurative	stage directions) when	
emotion and	language help	language.	writing or speaking	
rhythm, depending	deliver the poem's	-Describe the	about a text.	
on the format.	meaning?	theme or	RL.4.6- Compare and	
-Readers can verbalize why words		message of the piece, and	contrast the point of view from which	
can help the reader	What message is	support it with	different stories are	
to visualize.	the author trying	evidence from	narrated, including the	
-Readers can	to convey?	the text.	difference between first	
describe why	,	-Compare &	and third-person	
figurative language	Modifications:	contrast different	narrations.	
helps to paint a	SE, ELL, BSI, GT	forms of poetry.	RL.4.9-Compare and	
picture and convey	Modifications-	-Continue to use	contrast the treatment	
emotion for the	-Adjust pacing	skills related to	of similar themes and	
reader.	-Tiered	fiction from	topics.	
-Readers can	-Graphic	September.	RF4.4.b-Read with	
identify the overall	Organizers	-Think critically to	sufficient accuracy and	
message or theme	-Testing	make connections	fluency to support	
of fiction or poetry.	Adaptations	to text.	comprehension. b. Read	
-Readers will	-Small Group	-Collaborate with	grade-level prose and	
continue to deepen	Instruction	diverse partners.	poetry orally with	
their understanding			accuracy, appropriate	
of the September				

enduring	-Reflect critically	rate, and expression on	
understandings	on learning	successive readings.	
related to fiction.	experiences.	SL4.1.a-d-Engage	
	-Solve different	effectively in a range of	
Vocabulary:	kinds of	collaborative discussions	
stanza, verse, haiku,	unfamiliar	with diverse partners,	
imerick, cinquain,	problems in	building on others' ideas	
free verse, acrostic,	unconventional	and expressing their	
syllable, theme	and innovative	own.	
	ways.	SL4.6-Differentiate	
		between context that	
		call for formal English	
		and situations where	
		informal discourse is	
		appropriate.	
		L4.4.a-c-Determine or	
		clarify the meaning of	
		unknown and multiple-	
		meaning words and	
		phrases	
		L4.5-Demonstrate	
		understanding of	
		figurative language,	
		word relationships, and	
		nuances.	

Big Idea: Poetry/Drama MARKING PERIOD 3

MARKING PERIOD 3				
Enduring	Essential Questions	Skills/21st Century	Standards	Assessments
Understandings				
-Readers understand	How does analyzing	-Read and reread	RL.4.1- Refer to details and	Teacher created
that reading and	text deepen student	for different	examples in a text when	assessments and
rereading for different	understanding?	purposes.	explaining what the text says	materials
purposes can deepen	-How does reading	-Practice fluently	explicitly and when drawing	
their understanding of	fluently improve my	reading aloud.	inferences from the text.	
a text.	comprehension?	-Identify different	RL.4.2 - Determine a theme of	
-Readers understand	-How does poetry	poetry terms	a story, drama, or poem from	
that reading fluently,	differ from other	within real poetry	details in the text; summarize	
and with expression	forms of writing?	(stanza, verse, line,	the text.	
can convey their	-How do you read	etc)	RL4.3 - Describe in depth a	
understanding of the	poetry?	-Identify drama	character, setting or event in	
text.	-How do words create	terms (setting,	a story	
-Readers recognize	visual images and	stage directions,	RL4.5- Explain major	Suggested Resources:
that poetry has	meaning from the	dialogue, act,	differences between poems,	Mentor texts
different formats than	reader?	scene)	drama, and prose, and refer	Text exemplars
prose. They can	-How do different	-Discuss why	to the structural elements of	www.ReadWorks.org
identify poetry specific	types of figurative	authors/poets	poems (e.g., verse, rhythm,	Reader's Theater
terms such as verse,	language help deliver	choose certain	meter) and drama (e.g.,casts	scripts
meter, and stanza.	the poem's meaning?	words over others	of characters, settings,	
-Readers read poetry	-What message is the	to convey meaning	descriptions, dialogue, stage	
with emotion and	author trying to	and emotion.	directions) when writing or	
rhythm, depending on	convey?	-Identify figurative	speaking about a text.	
the formatReaders can verbalize	-How does Drama differ from other	language used in	RL.4.6 - Compare and contrast	
	types of literature?	authentic piecesDiscuss the	the point of view from which different stories are narrated,	
why words can help the reader to	-How do authors of	meaning and the	including the difference	
visualize.	drama convey	effect of figurative	between first and third-	
-Readers can describe	characters emotions	language.	person narrations.	
why figurative	and actions?	-Describe the	RL.4.9 -Compare and contrast	
language helps to	and decions.	theme or message	the treatment of similar	
paint a picture and	Modifications:	of the piece, and	themes and topics.	
convey emotion for	SE, ELL, BSI, GT	support it with	RF4.4.b -Read with sufficient	
the reader.	Modifications-	evidence from the	accuracy and fluency to	
-Readers can identify	-Adjust pacing	text.	support comprehension. b.	
the overall message or	-Tiered	-Compare &	Read grade-level prose and	
theme of fiction or	-Graphic Organizers	contrast different	poetry orally with accuracy,	
poetry.	-Testing Adaptations	forms of poetry.	appropriate rate, and	
-The format of drama	-Small Group	-Think critically to	expression on successive	
differs from other	Instruction	make connections	readings.	
types of literature.	-Active background	to text.	SL4.1.a-d -Engage effectively	
-Authors use stage	knowledge/schema	-Collaborate with	in a range of collaborative	
directions to convey		diverse partners.	discussions with diverse	
characters emotions		-Reflect critically on	partners, building on others'	
and actions.		learning	ideas and expressing their	
		experiences.	own.	
Vocabulary:		-Solve different	SL4.6 -Differentiate between	
stanza, verse, haiku,		kinds of unfamiliar	context that call for formal	
limerick, cinquain,		problems in	English and situations where	
free verse, acrostic,		unconventional and	informal discourse is	
syllable, theme, stage		innovative ways.	appropriate. L4.4.a-c -Determine or clarify	
directions, act, scene,			the meaning of unknown and	
drama			multiple-meaning words and	
			phrases	
			piliases	

	L4.5 -Demonstrate understanding of figurative language, word relationships, and nuances.	

Big Idea: Nonfiction (revisit)-Summarize, Main Idea/Details MARKING PERIOD 4

Enduring	Essential Questions	Skills/ 21 Century	Standards	Assessments
Understandings		Skills		
-Readers understand	-How do readers	-Read and reread for	RI.1- Refer to details and	Teacher created
the differences	identify fiction vs.	different purposes.	examples in a text when	assessments and
between fiction and	nonfiction texts?	-Practice fluently	explaining what the text	materials
non-fiction.	-How are realistic	reading aloud.	says explicitly and when	
-Readers recognize the	fiction and narrative	-Compare and	drawing inferences from	
story structure of	nonfiction similar?	contrast fiction vs.	the text.	Reading A-Z
narrative nonfiction	-How can readers	nonfiction.	RI.2- Determine the main	
encompasses all	identify the important	-Locate information	idea of a text and explain	Suggested Resources:
elements of realistic	information to include	using the table of	how it is supported by key	Text exemplars
fiction.	in a summary?	contents, index, and	details; summarize the	
-Readers can	-How can readers	other text features.	text.	www.ReadWorks.org
summarize events that	distinguish between	-Be able to	RI.3- Explain events,	
occur in nonfiction	main ideas and	determine the	procedures, ideas, or	Time for Kids
pieces.	supporting details?	purpose for reading	concepts in a historical,	
-Readers can identify the main ideas of	-How does the point of	and pick an	scientific, or technical	
nonfiction pieces, as	view (first vs. third person) convey	appropriate place to start reading in the	text, including what happened and why based	
well as supporting	author's purpose?	text.	on specific information in	
evidence.	-What does nonfiction	-Monitor	the text.	
-Readers understand	look like?	comprehension	RI.4- Determine the	
the difference	-How does the	before, during and	meaning of general	
between first and third	organization of a	after reading.	academic and domain-	
person point of view.	nonfiction text aid the	-Identify and	specific words or phrases	
-Readers recognize	reader in	understand the	in a text relevant to a	
that nonfiction can	understanding the	relevance of text	grade 4 topic or subject	
take on many formats	information.	features in a non-	area.	
-Readers can identify	-How does analyzing	fiction text and	RI.5- Describe the overall	
how the information is	text deepen student	explain how they	structure (e.g. chronology,	
organized depending	understanding?	help readers	comparison, cause/effect,	
on the type of text,	-How does reading	understand the text.	problem/solution) of	
including special	fluently improve my	-Gather new	events, ideas, concepts, or	
features such as	comprehension?	information by	information in a text or	
captions, graphs,		skimming and	part of a text.	
photographs, etc	Modifications:	scanning the text.	RI.6- Compare and	
-Readers understand	SE, ELL, BSI, GT	-Explain the main	contrast a firsthand and	
that reading and	Modifications-	idea and supporting	secondhand account of	
rereading for different	-Adjust pacing	evidence from the	the same event or topic.	
purposes can deepen	-Tiered	text	RF4.4.b-Read with	
their understanding of	-Graphic Organizers	-Summarize	sufficient accuracy and	
a text.	-Testing Adaptations	nonfiction text	fluency to support	
-Readers understand	-Small Group	-Identify the	comprehension. b. Read grade-level prose and poetry	
that reading fluently,	Instruction	differences between	orally with accuracy,	
and with expression	-Active background	first and third person	appropriate rate, and	
can convey their	knowledge/schema	texts	expression on successive	
understanding of the		-Think critically to	readings.	
text.		make connections to	RI.4.7- Interpret information	
		text.	presented visually, orally, or	
Vocabulary:		-Collaborate with	quantitatively RI.4.8- Explain how an author	
Headings, captions,		diverse partnersReflect critically on	uses reasons and evidence to	
labels, graphs, maps,		learning experiences.	support particular points in a	
timelines		-Solve different kinds	text.	
		of unfamiliar	RI.4.9- Integrate information	
		problems in	from two texts on the same	
		F	topic in order to write or	

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	unconventional and	speak about the subject	
	innovative ways.	knowledgeably.	
	•	SL4.1.a-d -Engage effectively	
		in a range of collaborative	
		discussions with diverse	
		partners, building on others'	
		ideas and expressing their	
		own.	
		SL4.6 -Differentiate between	
		context that call for formal	
		English and situations where	
		informal discourse is	
		appropriate.	
		L4.4.a-c- Determine or clarify	
		the meaning of unknown and	
		multiple-meaning words and	
		phrases	
		L4.5.a-c-Demonstrate	
		understanding of figurative	
		language, word relationships,	
		and nuances.	
		and nuances.	
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Big Idea: Fiction/Wrapping It Up

MARKING PERIOD 4

Enduring Understandings	Essential Questions	Skills/21 Century	Standards	Assessments
		Skills		
-Readers can analyze	-How do readers analyze	Summarize text.	RL.1 Refer to details and	
fiction based on the	fiction	Identify the order	examples in a text when	
content as well as the	-How do readers	of events.	explaining what the text	
author's craft.	determine themes?	Describe	says explicitly and when	
-Readers can identify the	-How do readers make	characters citing	drawing inferences from	
theme based on evidence	comparisons to deepen	evidence.	the text.	Required Benchmark
from the text, including	their understanding of	Compare and	RL.2 Determine theme of	Assessments:
inferences.	text?	contrast first and	a story, drama or poem	EOY Benchmark
-Readers can make	-How do a character's	third person point	from details in	Assessments
comparisons about	actions and motivations	of view.	text. Summarize text.	
characters, settings,	determine the traits of	Read fluently with	RL.3 Describe in depth a	Teacher created
themes, and author's	the characters?	expression.	character, setting, or	assessments and
craft, using evidence to	-In what ways can	Have	event in a story or drama,	materials.
support their	setting impact the	conversations and	drawing on specific	materials.
comparisons.	unraveling of a story?	discussions about	details in the text	
-Readers can infer	-How are the first	what has been	RL.6 Compare and	
character traits based on character's actions.	person and third person different? How can	read.	contrast the point of view from which different	Suggested
-Readers can analyze how		Identify the problem and	stories are narrated,	Resources:
the setting affects the	writing from a different point of view change a	solution.	including the difference	Tiger Rising
_	story?	Describe the plot	between first-and third-	Missing May
storyReaders understand that	-How does a well-	of a story.	person narrations.	A Taste of
the point of view from	planned plot connect	Identify and	RL.7 Make connections	Blackberries
which the story is told	the conflict to	describe the	between the text of a	www.ReadWork.org
affects the story.	resolution, and enhance	setting of a story.	story or drama and a	Text Exemplars
-Readers will develop a	the overall strength of	Use inferences to	visual or oral	
logical argument	the text?	identify character	presentation of the text,	
connecting the	-How does analyzing	traits and plot	identifying where each	
main conflict of the story	story elements deepen a	events.	version reflects specific	
with the resolution.	reader's experience?	Read with	descriptions and	
-Readers analyze story	-How can formal and	accuracy and	directions in the text.	
elements to better	informal discussions	fluency.	RL.9 Compare and	
understand the story.	deepen a reader's	-Think critically to	contrast the treatment of	
-Readers can summarize	understanding and	make connections	similar themes and topics	
by pulling out main ideas	connection with text?	to text.	RL.10 By the end of the	
to explain the beginning,		-Collaborate with	year, read and	
middle and end.	Modifications:	diverse partners.	comprehend literature in	
-Readers ask questions of	SE, ELL, BSI, GT	-Reflect critically	the grades 4-5 text	
their peers and adults and	Modifications-	on learning	complexity band	
respond to others'	-Adjust pacing	experiences.	proficiently, with	
questions and thoughts to	-Tiered	-Solve different	scaffolding as needed at	
deepen their	-Graphic Organizers	kinds of unfamiliar	the high end.	
understanding of the text.	-Testing Adaptations	problems in	SL.1a-d Engage effectively	
Vocabulary:	-Small Group Instruction	unconventional	in a range of collaborative	
First/Third person point	-Activate prior	and innovative	discussions with diverse	
of view	knowledge/schema	ways.	partners on a grade 4	
Plot, characters, setting,		-Contribute	topics and texts, building	
theme		thoughtfully to	on others' ideas and	
sequence,		small groups	expressing their own	
problem/conflict,		discussions.	clearly.	
solution/resolution,				
Inference, analysis				
			<u> </u>	