

Somers Point School District



Curriculum

Language Arts Literacy - Reading

Grade Four

August 2016

Board Approved:

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Acknowledgments

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

	<p>-Testing Adaptations -Small Group Instruction</p>	<p><i>problems in unconventional and innovative ways.</i></p>	<p>with diverse partners on a grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>	
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Big Idea: Narrative Nonfiction

Reading-MARKING PERIOD 1 (page 2)

Enduring Understandings	Essential Questions	Skills/21st Century	Standards	Assessments
<p>-Readers understand the differences between fiction and non-fiction.</p> <p>-Readers recognize the story structure encompasses all elements of realistic fiction.</p> <p>-Readers can summarize events that occur in nonfiction pieces.</p> <p>-Readers will use inference to help them identify the theme of a story.</p> <p>-The story is told with significant accurate detail to place the reader in the historical setting, and in chronological order.</p> <p>-Readers can tell if a story is written from the first or third point of view. The ability to distinguish the two helps readers understand the author's purpose.</p> <p>-Readers recognize that the characters are people who did or could have lived in a historical setting</p> <p>-Readers recognize the setting is a historical time and location.</p> <p>-Readers recognize the problem is a result of the historical event around which the book is written.</p> <p>Vocabulary: First person point of view, Third person point of view, plot, characters, setting, theme, sequel, moral, problem, solution and inference, time period, era, history</p>	<p>-What is historical fiction?</p> <p>-How are realistic fiction and historical nonfiction similar?</p> <p>-How does the setting of the story affect the plot?</p> <p>-What are the narrative elements of the text?</p> <p>-Who are the major characters of the text?</p> <p>-How do readers use connections to help them infer the theme of a story?</p> <p>-How are 1st person and 3rd person different? How can writing from a different point of view change a story?</p> <p>Modifications: SE, ELL, BSI, GT Modifications- -Adjust pacing -Tiered -Graphic Organizers -Testing Adaptations -Small Group Instruction -Active background knowledge/schema</p>	<p>-Identify the order of events</p> <p>-Identify the historical time period.</p> <p>-Identify narrative elements of historical fiction texts.</p> <p>-Summarize the events of the text with confidence.</p> <p>-Describe characters with evidence.</p> <p>-Identify theme in a variety of texts using inference</p> <p>-Make inference from a variety of texts.</p> <p>-Compare and contrast first and third person point of view.</p> <p>-Have conversations and discussions about what was read.</p> <p>-Describe the plot of a story.</p> <p>-Identify and describe the setting of a story.</p> <p>-Collaborate with others to enrich discussion and understanding of the text.</p> <p>-Read fluently and with expression</p> <p><i>-Think critically to make connections to text.</i></p> <p><i>-Collaborate with diverse partners.</i></p> <p><i>-Reflect critically on learning experiences.</i></p> <p><i>-Solve different kinds of unfamiliar problems in unconventional</i></p>	<p>RL.4.2- Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.6- Compare and contrast the point of view from which different stories are narrated, including the difference between first and third-person narrations.</p> <p>RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from text</p> <p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text</p> <p>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 texts</p> <p>RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text</p> <p>RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably</p> <p>RF.4.4a-c Read with sufficient accuracy and fluency to support comprehension</p>	<p>Teacher created assessments and materials</p> <p>Suggested Resources:</p> <p>I Survived True Stories: Five Epic Disasters Snow Treasure Behind the Bedroom Wall Who/What Was books I Survived books Hank Aaron's Dream (Scholastic Trade book) www.ReadWorks.org StoryWorks/Scholastic News Inside Out and Back Again We Are the Ship by Kadir Nelson</p>

		<i>and innovative ways.</i>	SL4.1a-d Engage 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	
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Big Idea: Nonfiction Reading/Technical Text/Scientific
MARKING PERIOD 1 (page 3)

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

ELA Curriculum Map
MARKING PERIOD 2-page 1

Grade 4

Big Idea: Nonfiction Reading (Biography, Historical)

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

Big Idea: Fiction/Folklore/Myths/Legends

MARKING PERIOD 2 (page 2)

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

Big Idea: Fiction/Introduce Poetry/TEST PREP
MARKING PERIOD 3

Enduring Understandings	Essential Questions	Skills/21st Century Skills	Standards	Assessments
<p>-Readers understand that reading and rereading for different purposes can deepen their understanding of a text.</p> <p>-Readers understand that reading fluently, and with expression can convey their understanding of the text.</p> <p>-Readers recognize that poetry has different formats than prose. They can identify poetry specific terms such as verse, meter, and stanza.</p> <p>-Readers read poetry with emotion and rhythm, depending on the format.</p> <p>-Readers can verbalize why words can help the reader to visualize.</p> <p>-Readers can describe why figurative language helps to paint a picture and convey emotion for the reader.</p> <p>-Readers can identify the overall message or theme of fiction or poetry.</p> <p>-Readers will continue to deepen their understanding of the September</p>	<p>How does analyzing text deepen student understanding?</p> <p>How does reading fluently improve my comprehension?</p> <p>How does poetry differ from other forms of writing?</p> <p>How do you read poetry?</p> <p>How do words create visual images and meaning from the reader?</p> <p>How do different types of figurative language help deliver the poem’s meaning?</p> <p>What message is the author trying to convey?</p> <p>Modifications: SE, ELL, BSI, GT Modifications- -Adjust pacing -Tiered -Graphic Organizers -Testing Adaptations -Small Group Instruction</p>	<p>-Read and reread for different purposes.</p> <p>-Practice fluently reading aloud.</p> <p>-Identify different poetry terms within real poetry (stanza, verse, line, etc....)</p> <p>-Discuss why authors/poets choose certain words over others to convey meaning and emotion.</p> <p>-Identify figurative language used in authentic pieces.</p> <p>-Discuss the meaning and the effect of figurative language.</p> <p>-Describe the theme or message of the piece, and support it with evidence from the text.</p> <p>-Compare & contrast different forms of poetry.</p> <p>-Continue to use skills related to fiction from September.</p> <p><i>-Think critically to make connections to text.</i></p> <p><i>-Collaborate with diverse partners.</i></p>	<p>RL.4.1- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2- Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3- Describe in depth a character, setting or event in a story</p> <p>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.</p> <p>RL.4.6- Compare and contrast the point of view from which different stories are narrated, including the difference between first and third-person narrations.</p> <p>RL.4.9- Compare and contrast the treatment of similar themes and topics.</p> <p>RF4.4.b- Read with sufficient accuracy and fluency to support comprehension. b. Read grade-level prose and poetry orally with accuracy, appropriate</p>	<p>Required Benchmark Assessments: MidYear</p> <p>Teacher created assessments and materials</p> <p>Suggested Resources: https://parcc.pearson.com/practice-tests/english/ Text exemplars www.ReadWorks.org Inside Out and Back Again Bridge to Terabithia</p>

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

MARKING PERIOD 3

Enduring Understandings	Essential Questions	Skills/21st Century	Standards	Assessments
<p>-Readers understand that reading and rereading for different purposes can deepen their understanding of a text.</p> <p>-Readers understand that reading fluently, and with expression can convey their understanding of the text.</p> <p>-Readers recognize that poetry has different formats than prose. They can identify poetry specific terms such as verse, meter, and stanza.</p> <p>-Readers read poetry with emotion and rhythm, depending on the format.</p> <p>-Readers can verbalize why words can help the reader to visualize.</p> <p>-Readers can describe why figurative language helps to paint a picture and convey emotion for the reader.</p> <p>-Readers can identify the overall message or theme of fiction or poetry.</p> <p>-The format of drama differs from other types of literature.</p> <p>-Authors use stage directions to convey characters emotions and actions.</p> <p>Vocabulary: stanza, verse, haiku, limerick, cinquain, free verse, acrostic, syllable, theme, stage directions, act, scene, drama</p>	<p>How does analyzing text deepen student understanding?</p> <p>-How does reading fluently improve my comprehension?</p> <p>-How does poetry differ from other forms of writing?</p> <p>-How do you read poetry?</p> <p>-How do words create visual images and meaning from the reader?</p> <p>-How do different types of figurative language help deliver the poem’s meaning?</p> <p>-What message is the author trying to convey?</p> <p>-How does Drama differ from other types of literature?</p> <p>-How do authors of drama convey characters emotions and actions?</p> <p>Modifications: SE, ELL, BSI, GT Modifications- -Adjust pacing -Tiered -Graphic Organizers -Testing Adaptations -Small Group Instruction -Active background knowledge/schema</p>	<p>-Read and reread for different purposes.</p> <p>-Practice fluently reading aloud.</p> <p>-Identify different poetry terms within real poetry (stanza, verse, line, etc....)</p> <p>-Identify drama terms (setting, stage directions, dialogue, act, scene)</p> <p>-Discuss why authors/poets choose certain words over others to convey meaning and emotion.</p> <p>-Identify figurative language used in authentic pieces.</p> <p>-Discuss the meaning and the effect of figurative language.</p> <p>-Describe the theme or message of the piece, and support it with evidence from the text.</p> <p>-Compare & contrast different forms of poetry.</p> <p><i>-Think critically to make connections to text.</i></p> <p><i>-Collaborate with diverse partners.</i></p> <p><i>-Reflect critically on learning experiences.</i></p> <p><i>-Solve different kinds of unfamiliar problems in unconventional and innovative ways.</i></p>	<p>RL.4.1- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2- Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>RL.4.3- Describe in depth a character, setting or event in a story</p> <p>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.</p> <p>RL.4.6- Compare and contrast the point of view from which different stories are narrated, including the difference between first and third-person narrations.</p> <p>RL.4.9- Compare and contrast the treatment of similar themes and topics.</p> <p>RF.4.4.b- Read with sufficient accuracy and fluency to support comprehension. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>SL.4.1.a-d- Engage effectively in a range of collaborative discussions with diverse partners, building on others’ ideas and expressing their own.</p> <p>SL.4.6- Differentiate between context that call for formal English and situations where informal discourse is appropriate.</p> <p>L.4.4.a-c- Determine or clarify the meaning of unknown and multiple-meaning words and phrases</p>	<p>Teacher created assessments and materials</p> <p>Suggested Resources: Mentor texts Text exemplars www.ReadWorks.org Reader’s Theater scripts</p>

			L4.5-Demonstrate understanding of figurative language, word relationships, and nuances.	
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Big Idea: Nonfiction (revisit)-Summarize, Main Idea/Details

MARKING PERIOD 4

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

		<i>unconventional and innovative ways.</i>	speak about the subject 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.	
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Big Idea: Fiction/Wrapping It Up

MARKING PERIOD 4

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