

**East Newark Public School**  
**English Language Arts Curriculum**  
**Grade 4**



# English Language Arts Grade 4 EAST NEWARK PUBLIC SCHOOL

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## Course Description

Students in the intermediate grades have already learned to read. At this level, they will read to learn by strengthening their independent use of reading comprehension strategies in both fiction and nonfiction text. Students will be given adequate time in school for independent reading to practice and develop the strategies they are being taught with the guidance of the teacher. Students will respond to what they read by talking with peers in discussion groups and individually with the teacher during conferences as well as in written responses to text. Students will read to build background knowledge and increase and improve both their writing and academic vocabulary. Additionally, students will engage in the practice of word study. They will be taught to sort words by features (e.g. syllables, sound patterns, etc.). This practice reinforces connections between words and their correct spellings and pronunciations. Students will learn to write narratives, arguments (opinion), explanatory pieces, and literary essays while applying the conventions of Standard English grammar, punctuation, and spelling. Students will be expected to support their writing with evidence from text and to conduct research. Students will be taught to create and use a writer's notebook to store their observations of the world around them and select topics to write about from these observations. Throughout the course of the school year students will be actively engaged in the processes of reading and writing and will develop a strong understanding of the concepts outlined in the Grade 4 New Jersey Student Learning Standards. Variety instructional strategies should be woven throughout the literacy block to scaffold student learning in a gradual release model. A gradual release model ensures that students gain an increased level of independence in grade level skills while moving toward mastery of all standards. Essential components of gradual release include direct instruction, guided practice, and independent practice.

## Holocaust/Genocide Education

Lessons of the Holocaust and Genocide will be taught in a sensitive way to meet the needs of our students in grades K-5. These lessons will address issues of bias, prejudice, and bigotry, including bullying. Students will learn the importance of tolerance and respect for others who are different. Students will need to acquire and practice skills for resolving conflicts in a peaceful way and for living together in a spirit of mutual cooperation and appreciation for the contributions of others. These lessons shall enable students to identify and analyze applicable theories concerning human nature and behavior. Students will understand that issues of moral dilemma and conscience of prejudice and discrimination, and understand that issues of moral dilemma and conscience have a profound impact on life. Lessons shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Also on the first Monday in October of each year is designated as the Week of Respect. Our district observes this week by providing age-appropriate instruction focusing on preventing

harassment, intimidation, and bullying. We also have School Violence Awareness week which begins the third Monday in October of each year. School-wide activities are planned that promote peaceful co-existence, acceptance, and embracing our differences. Also throughout the school year, our Take a Stand lessons are provided by our Social Worker, which teach students to stand up for one another and support every student in our school.

### Course Resources

1. JOURNEYS Student Edition
2. JOURNEYS Leveled Readers
3. JOURNEYS Readers Notebook
4. JOURNEYS Teacher's Edition
5. JOURNEYS Digital Focus Wall
6. Caring Makes a Difference: A Curriculum Guide for Grades K-4  
<https://4.files.edl.io/233c/06/23/21/203437-b8be0dd3-a036-4a8e-a434-e8d5356072ca.pdf>
7. [www.thinkcentral.com](http://www.thinkcentral.com)
8. [www.readinga-z.com](http://www.readinga-z.com)
9. [www.raz-plus.com](http://www.raz-plus.com)

### Pacing Guide

Unit #	Unit Title	NJSL Standards	Resources
1	Reaching Out	RL.4.1-6, 9-10 RI.4.3-5, 7-8, 10 RF.4.3.a, RF.4.4.a-b W.4.3.a-e, W.4.4-8, W.4.9.a-b, W.4.10 SL.4.1.a-d, SL.4.2-4, SL.4.6 L.4.1.f, L.4.2.a-b, d, L.4.3.a-b, L.4.4.a-c, L.4.6	JOURNEYS
2	Tell Me More	RL.4.1-7, 10 RI.4.1-4, 7-8, 10 RF.4.3.a, RF.4.4.a-c W.4.2.a-e, W.4.4-8, W.4.9.a, W.4.10 SL.4.1.a-d, SL.4.2-6 L.4.1.b, f, L.4.2.a, c-d, L.4.3.a-c, L.4.4.a-c, L.4.5.a-c, L.4.6	JOURNEYS

3	Inside Nature	RL.4.1-3, 5, 7, 10 RI.4.1-10 RF.4.3.a, RF.4.4.a-b W.4.1.a-d, W.4.4-8, W.4.9.b, W.4.10 SL.4.1.a-d, SL.4.2-6 L.4.1.b-c, f-g, L.4.2.c-d, L.4.3.a-c, L.4.4.a, c, L.4.6	JOURNEYS
4	Unbreakable Spirit	RL.4.1-4, 7, 9-10 RI.4.1-4, 7, 9-10 RF.4.3.a, RF.4.4.a-c W.4.3.a-e, W.4.4-8, W.4.10 SL.4.1.a-d, SL.4.2-5 L.4.1.a-e, g, L.4.2.a, d, L.4.3.a-c, L.4.4a-c, L.4.5.a-c, L.4.6	JOURNEYS
5	Change It Up	RL.4.1-7, 10 RI.4.1-5, 7-10 RF.4.3.a, RF.4.4.a-c W.4.2.a-e, W.4.4-8, W.4.9.a, W.4.10 SL.4.1.a-d, SL.4.2-6 L.4.1.a, d-e, g, L.4.2.a-d, L.4.3.a-b, L.4.4.a-c, L.4.5.a-c, L.4.6	JOURNEYS
6	Paths to Discovery	RL.4.10 RI.4.10 RF.4.3.a, RF.4.4.a-c W.4.1.a-d, W.4.4 SL.4.1.a-d, SL.4.2-4 L.4.1.g, L.4.2.a-b,d, L.4.3.a, L.4.4.a-c, L.4.5.c, L.4.6	JOURNEYS

### Unit 1 - Reaching Out

<b>Timeframe</b>	September
<b>Overview</b>	The purpose of this unit is to extend and expand students' knowledge of story structure, theme, and cause and effect. We want them to understand that powerful words and images have the ability to inspire, motivate, awaken, amuse and help us see things in new ways. We also want to develop their skills to think analytically, imaginatively and critically about and

	across texts. As students progress through this unit, they will read, think about, question, and discuss.
<b>Writing Component</b>	Narrative: In this unit students will develop a strong understanding of the elements of fictional text. They will engage in lessons and writing experiences that will help them to master writing an effective story. Students will learn to develop strong characters with both internal and external traits. By the end of the unit students will use what they have read to help them write a story about what might happen to one of the characters in the text. Journal Writing Tasks will assist in strengthening of the writing content.
<b>Resources</b>	<ul style="list-style-type: none"> <li>● JOURNEYS Student Edition</li> <li>● JOURNEYS Leveled Readers</li> <li>● JOURNEYS Readers Notebook</li> <li>● JOURNEYS Teacher’s Edition</li> <li>● JOURNEYS Digital Focus Wall</li> <li>● <a href="http://www.thinkcentral.com">www.thinkcentral.com</a></li> <li>● <a href="http://www.readinga-z.com">www.readinga-z.com</a></li> <li>● <a href="http://www.raz-plus.com">www.raz-plus.com</a></li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How do friends help each other?</li> <li>● What might lead a person to try to change the world?</li> <li>● How are books and libraries important to people and communities?</li> <li>● Why might people raise money for a cause?</li> <li>● Why do people pass down stories over the years?</li> </ul>
<b>Essential Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● Students will target on literature looking for cause and effect and story structure.</li> <li>● Students will analyze the text focusing point of view, and elements of drama.</li> <li>● Students will write a fictional narrative using descriptive details.</li> <li>● Students will analyze images and and build on fluency.</li> </ul>
<b>Technology Infusion</b>	<ul style="list-style-type: none"> <li>● 8.1.5.A.2 Format a document using a word document processing application to enhance text and include graphics, symbols, and/or pictures.</li> </ul>
<b>Standards</b>	<p>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.</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 or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</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 literature.

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.

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.4.9. 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.

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.

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.

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*.

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.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

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

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

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to

read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

Read grade-level text with purpose and understanding.

- a. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- 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.

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.

- 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].”).
- 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”).

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.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.

- a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- 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.
- 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 (e.g., 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.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate



	<p>(e.g., small-group discussion); use formal English when appropriate to task and situation.</p> <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p> <p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p> <p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p> <p>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</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>
<p><b>Integrated Accommodations and Modifications</b></p>	<ul style="list-style-type: none"> <li>● <b>Special Education Students</b> <ul style="list-style-type: none"> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Provide visuals of vocabulary/language</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Books on audio</li> <li>● Digital components/tools available online</li> <li>● <b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Invite students to explore different points of view on a topic of study and compare</li> <li>● Integrated and small-group support</li> <li>● Provide visuals of vocabulary/language</li> <li>● Books on audio</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>Basic Skills Instruction</b> <ul style="list-style-type: none"> <li>● Encourage students to make transformations - use a common task or item in a different way</li> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Leveled readers for small group instruction</li> <li>● Differentiated phonics instruction and fluency</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>504 Students</b> <ul style="list-style-type: none"> <li>● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment</li> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"> <li>● Encourage students to explore concepts in depth and encourage independent studies or investigations</li> <li>● Modeling or independent student led research</li> </ul> </li> </ul>
<p style="background-color: #e1eef6; padding: 2px;"><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>● Observation Checklists</li> <li>● Narrative Analysis Prompts and Peer Review</li> <li>● Formal Assessments by Journeys</li> <li>● Multimedia Presentations</li> <li>● Writing Prompts</li> <li>● Vocabulary Quizzes</li> <li>● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling</li> <li>● Unit test/Benchmark test including literature, literary devices, and vocabulary</li> </ul>

<p><b>Integration of 21st Century Learning Skills</b></p>	<ul style="list-style-type: none"> <li>● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</li> <li>● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</li> <li>● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</li> <li>● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> </ul>
<p><b>Career Education</b></p>	<ul style="list-style-type: none"> <li>● The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. Reading literature and writing narratives helps one to imagine possibilities and to define personal hopes and dreams.</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<ul style="list-style-type: none"> <li>● As students engage and grow in their knowledge of narrative writing they will apply this to the research protocol for a historical figure that they most identify with. The product will include an art piece that will be multi-media in nature and be presented to their peers and families. This will also grow their oral language skills.</li> </ul>

**Unit 2 - Tell Me More**

<p><b>Timeframe</b></p>	<p>October-November</p>
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<p><b>Overview</b></p>	<p>The purpose of this unit is to enhance students' comprehension of fiction. Our goal is to teach students to find the story elements and character traits within literature. Throughout this unit, students will be analyzing what characters say, think, and do and apply it to understand why certain events are occurring. Students will also be identifying multiple themes within a story, and they will be able to use text evidence to support their claim. Students need to understand that authors make specific choices when writing. Analyzing and thinking about these choices will not only aid understanding tone and point of view, but will also help students make decisions as fiction writers.</p> <p>During the month of October, lessons and activities are planned to focus on preventing harassment, intimidation, and bullying; and to promote acceptance, peaceful co-existence and embracing our differences.</p>
<p><b>Writing Component</b></p>	<p>Informational paragraph and Explanatory: In this unit students will develop a strong understanding of the elements of fictional text. They will engage in lessons and writing experiences that will help them to master writing an effective story. Students will learn to develop strong characters with both internal and external traits. At the end of this unit they will use what they have read to help them write a literary analysis essay. Journal writing will assist in strengthening of the writing content.</p>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>● JOURNEYS Student Edition</li> <li>● JOURNEYS Leveled Readers</li> <li>● JOURNEYS Readers Notebook</li> <li>● JOURNEYS Teacher's Edition</li> <li>● JOURNEYS Digital Focus Wall</li> <li>● <a href="http://www.thinkcentral.com">www.thinkcentral.com</a></li> <li>● <a href="http://www.readinga-z.com">www.readinga-z.com</a></li> <li>● <a href="http://www.raz-plus.com">www.raz-plus.com</a></li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>● How are performances similar to and different from written stories?</li> <li>● How are movies a form of communication?</li> <li>● How do an artists experiences affect his or her art?</li> <li>● What are some different ways to do research?</li> <li>● What does it take to be a great performer?</li> </ul>
<p><b>Essential Learning Outcomes</b></p>	<ul style="list-style-type: none"> <li>● Students will explore how writers make judgments about literary works stating, "Here is what I think about what the author said, "the writer will include his/her interpretations and judgments about the work and reference the text in order to demonstrate an understanding of the literary work.</li> <li>● Students will be able to understand that the plot is the underlying structure of the story; good readers are able to identify the main problem or conflict of the plot, and explain how it is resolved.</li> <li>● Students will discover biographies and understanding humor in a text.</li> </ul>

<p><b>Technology Infusion</b></p>	<ul style="list-style-type: none"> <li>8.1.5.A.2 Format a document using a word document processing application to enhance text and include graphics, symbols, and/or pictures.</li> </ul>
<p><b>Standards</b></p>	<p>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.</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 or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</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 literature.</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.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>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.</p> <p>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.</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>

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*.

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

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

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

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- 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.
- b. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- c. Link ideas within paragraphs and sections of information using words and phrases (e.g., *another, for example, also, because*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 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.

(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.

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.

- 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].”).

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.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

- a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- 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.
- 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 (e.g., 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.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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

- a. Use correct capitalization.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.
- 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.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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



	<p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>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.</p> <p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>
<p><b>Integrated Accommodations and Modifications</b></p>	<ul style="list-style-type: none"> <li>● <b>Special Education Students</b> <ul style="list-style-type: none"> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Provide visuals of vocabulary/language</li> <li>● Books on audio</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Invite students to explore different points of view on a topic of study and compare</li> <li>● Integrated and small-group support</li> <li>● Provide visuals of vocabulary/language</li> <li>● Books on audio</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>Basic Skills Instruction</b></li> </ul>

	<ul style="list-style-type: none"> <li>● Encourage students to make transformations - use a common task or item in a different way</li> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Leveled readers for small group instruction</li> <li>● Differentiated phonics instruction and fluency</li> <li>● Digital components/tools available online</li> </ul> <ul style="list-style-type: none"> <li>● <b>504 Students</b> <ul style="list-style-type: none"> <li>● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment</li> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Digital components/tools available online</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>● <b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"> <li>● Encourage students to explore concepts in depth and encourage independent studies or investigations</li> <li>● Modeling or independent student led research</li> </ul> </li> </ul>
<p style="background-color: #ADD8E6; padding: 2px;"><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>● Observation Checklists</li> <li>● Narrative Analysis Prompts and Peer Review</li> <li>● Formal Assessments by Journeys</li> <li>● Multimedia Presentations</li> <li>● Writing Prompts</li> <li>● Vocabulary Quizzes</li> <li>● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling</li> <li>● Unit test/Benchmark test including literature, literary devices, and vocabulary</li> </ul>
<p style="background-color: #ADD8E6; padding: 2px;"><b>Integration of 21st Century Learning Skills</b></p>	<ul style="list-style-type: none"> <li>● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</li> <li>● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</li> <li>● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</li> <li>● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> </ul>

	<ul style="list-style-type: none"> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> </ul>
<b>Career Education</b>	<ul style="list-style-type: none"> <li>● The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. Reading literature and writing narratives helps one to imagine possibilities and to define personal hopes and dreams.</li> </ul>
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>● As students engage and grow in their knowledge of narrative writing they will apply this to the research protocol for a historical figure that they most identify with. The product will include an art piece that will be multi-media in nature and be presented to their peers and families. This will also grow their oral language skills.</li> </ul>

### Unit 3 - Inside Nature

<b>Timeframe</b>	December
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<p><b>Overview</b></p>	<p>The purpose of this unit is to enhance students' comprehension of nonfiction texts. Goal is to teach students to identify and use the organization of a text to find and learn information. This nonfiction/Informational text unit is specifically focused on reading for information. Students need to move away from just identifying text features to thinking critically to make meaning. Students need to understand that authors make specific choices when writing. Analyzing and thinking about these structural choices will not only aid understanding tone and point of view, but will also help students make decisions as nonfiction writers.</p>
<p><b>Writing Component</b></p>	<p>In this unit students will develop a strong understanding of the elements of a persuasive text. They will engage in lessons and writing experiences that will help them to master writing an effective persuasive paragraph/essay. By the end of the unit students will be able to use what they have read to help them write an opinion essay. Journal writing will assist in strengthening of the writing content.</p>
<p><b>Resources</b></p>	<ul style="list-style-type: none"> <li>● JOURNEYS Student Edition</li> <li>● JOURNEYS Leveled Readers</li> <li>● JOURNEYS Readers Notebook</li> <li>● JOURNEYS Teacher's Edition</li> <li>● JOURNEYS Digital Focus Wall</li> <li>● <a href="http://www.thinkcentral.com">www.thinkcentral.com</a></li> <li>● <a href="http://www.readinga-z.com">www.readinga-z.com</a></li> <li>● <a href="http://www.raz-plus.com">www.raz-plus.com</a></li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>● What are the benefits of studying weather?</li> <li>● How do natural disasters affect people?</li> <li>● How are the different parts of an ecosystem connected?</li> <li>● How do living things each have an important role in the world?</li> <li>● Why is it important to be informed about what is happening in our world?</li> </ul>
<p><b>Essential Learning Outcomes</b></p>	<ul style="list-style-type: none"> <li>● Students will understand that authors of informational text state information explicitly and suggest information from which readers have to make inferences.</li> <li>● Students will explore 1st hand accounts are more personal, and may include more feelings about what happened.</li> <li>● Students will discover how events are told in order to increase understanding</li> <li>● Students will be able to gather specific information from their texts based on a purpose.</li> </ul>
<p><b>Technology Infusion</b></p>	<ul style="list-style-type: none"> <li>● 8.1.5.A.2 Format a document using a word document processing application to enhance text and include graphics, symbols, and/or pictures.</li> </ul>

**Standards**

RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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.

RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

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

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.

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

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.

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*.

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.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

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.

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

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

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- 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.
- b. Provide reasons that are supported by facts from texts and/or other sources.
- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- 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. (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.

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.

- 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”).

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.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.

- a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- 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.
- 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 (e.g., 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.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).

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

- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.
- 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.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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



	<p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p> <p>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.</p> <p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>
<p><b>Integrated Accommodations and Modifications</b></p>	<ul style="list-style-type: none"> <li>● <b>Special Education Students</b> <ul style="list-style-type: none"> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Provide visuals of vocabulary/language</li> <li>● Books on audio</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Invite students to explore different points of view on a topic of study and compare</li> <li>● Integrated and small-group support</li> <li>● Provide visuals of vocabulary/language</li> <li>● Books on audio</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>Basic Skills Instruction</b> <ul style="list-style-type: none"> <li>● Encourage students to make transformations - use a common task or item in a different way</li> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Leveled readers for small group instruction</li> <li>● Differentiated phonics instruction and fluency</li> <li>● Digital components/tools available online</li> <li>● <b>504 Students</b> <ul style="list-style-type: none"> <li>● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment</li> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"> <li>● Encourage students to explore concepts in depth and encourage independent studies or investigations</li> <li>● Modeling or independent student led research</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>● Observation Checklists</li> <li>● Narrative Analysis Prompts and Peer Review</li> <li>● Formal Assessments by Journeys</li> <li>● Multimedia Presentations</li> <li>● Writing Prompts</li> <li>● Vocabulary Quizzes</li> <li>● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling</li> <li>● Unit test/Benchmark test including literature, literary devices, and vocabulary</li> </ul>
<p style="text-align: center;"><b>Integration of 21st Century Learning Skills</b></p>	<ul style="list-style-type: none"> <li>● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</li> <li>● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</li> <li>● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</li> <li>● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> </ul>

	<ul style="list-style-type: none"> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> </ul>
<b>Career Education</b>	<ul style="list-style-type: none"> <li>● The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. Reading literature and writing narratives helps one to imagine possibilities and to define personal hopes and dreams.</li> </ul>
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>● As students engage and grow in their knowledge of narrative writing they will apply this to the research protocol for a historical figure that they most identify with. The product will include an art piece that will be multi-media in nature and be presented to their peers and families. This will also grow their oral language skills.</li> </ul>

## Unit 4 - Unbreakable Spirit

<b>Timeframe</b>	January-February
<b>Overview</b>	The purpose of this unit is to extend and expand students' knowledge of and appreciation for biographies, narrative nonfiction, and Myths. Students will experience the structural and organizational differences among the different texts. We want them to think about and understand that there are reasons why texts are presented in a certain way. As students progress through this unit, they will read, think about, question, discuss, and write about different content. They will think critically and thoughtfully about words, language and text structure.
<b>Writing Component</b>	Narrative: In this unit students will develop a strong understanding of the elements of fictional text. They will engage in lessons and writing experiences that will help them to master writing an effective story. Students will learn to develop strong characters with both internal and external traits. By the end of the unit students will be able to develop stories with two or three scenes that successfully develop character, plot and setting over the course of the story. Journal Writing Tasks will assist in strengthening of the writing content.
<b>Resources</b>	<ul style="list-style-type: none"> <li>● JOURNEYS Student Edition</li> <li>● JOURNEYS Leveled Readers</li> <li>● JOURNEYS Readers Notebook</li> <li>● JOURNEYS Teacher's Edition</li> <li>● JOURNEYS Digital Focus Wall</li> <li>● <a href="http://www.thinkcentral.com">www.thinkcentral.com</a></li> <li>● <a href="http://www.readinga-z.com">www.readinga-z.com</a></li> <li>● <a href="http://www.raz-plus.com">www.raz-plus.com</a></li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● What traits do successful people have?</li> <li>● How do people and animals benefit each other?</li> <li>● What makes a character memorable?</li> <li>● Why is farming important?</li> <li>● How do people from different cultures contribute to American history?</li> </ul>
<b>Essential Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● Students will understand different genres and themes within a story.</li> <li>● Students will discover different text structures and build upon their comprehension skills.</li> <li>● Students will continue to develop fluency and decoding skills.</li> <li>● Students will identify that good citizenship includes responsibility and patriotism.</li> <li>● Students will demonstrate that a good citizen takes turns, cooperates, respects others, and shares.</li> </ul>

<p><b>Technology Infusion</b></p>	<ul style="list-style-type: none"> <li>8.1.5.A.2 Format a document using a word document processing application to enhance text and include graphics, symbols, and/or pictures.</li> </ul>
<p><b>Standards</b></p>	<p>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.</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 or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).</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 literature.</p> <p>RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.</p> <p>RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> <p>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.</p> <p>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.</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 <i>grade 4 topic or subject area</i>.</p> <p>RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements</p>

on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

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.

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

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

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- 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.

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.4.10. 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.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

- a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- 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.
- 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 (e.g., 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.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- e. Form and use prepositional phrases.
- g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).

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

- a. Use correct capitalization.
- d. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.
- 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.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).



	<p>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.</p> <p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>
<p><b>Integrated Accommodations and Modifications</b></p>	<ul style="list-style-type: none"> <li>● <b>Special Education Students</b> <ul style="list-style-type: none"> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Provide visuals of vocabulary/language</li> <li>● Books on audio</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Invite students to explore different points of view on a topic of study and compare</li> <li>● Integrated and small-group support</li> <li>● Provide visuals of vocabulary/language</li> <li>● Books on audio</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>Basic Skills Instruction</b> <ul style="list-style-type: none"> <li>● Encourage students to make transformations - use a common task or item in a different way</li> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Leveled readers for small group instruction</li> <li>● Differentiated phonics instruction and fluency</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● Digital components/tools available online</li> <li>● <b>504 Students</b> <ul style="list-style-type: none"> <li>● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment</li> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"> <li>● Encourage students to explore concepts in depth and encourage independent studies or investigations</li> <li>● Modeling or independent student led research</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>● Observation Checklists</li> <li>● Narrative Analysis Prompts and Peer Review</li> <li>● Formal Assessments by Journeys</li> <li>● Multimedia Presentations</li> <li>● Writing Prompts</li> <li>● Vocabulary Quizzes</li> <li>● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling</li> <li>● Unit test/Benchmark test including literature, literary devices, and vocabulary</li> </ul>
<p style="text-align: center;"><b>Integration of 21st Century Learning Skills</b></p>	<ul style="list-style-type: none"> <li>● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</li> <li>● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</li> <li>● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</li> <li>● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> </ul>

	<ul style="list-style-type: none"> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> </ul>
<b>Career Education</b>	<ul style="list-style-type: none"> <li>● The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. Reading literature and writing narratives helps one to imagine possibilities and to define personal hopes and dreams.</li> </ul>
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>● As students engage and grow in their knowledge of narrative writing they will apply this to the research protocol for a historical figure that they most identify with. The product will include an art piece that will be multi-media in nature and be presented to their peers and families. This will also grow their oral language skills.</li> </ul>

### Unit 5 - Change it up

<b>Timeframe</b>	March-April
<b>Overview</b>	<p>The purpose of this unit is to enhance students' comprehension of literature from different cultures. The goal is to teach students to compare and contrast similar themes, topics, characters and patterns of events. Throughout this unit, students will be reviewing and analyzing what characters say, think, and do and apply it to understand why certain events are occurring. Students need to understand that authors make specific choices when writing. Analyzing and thinking about these choices will not only aid understanding tone and point of view, but will also help students make decisions as fiction writers.</p>
<b>Writing Component</b>	<p>Informative: In this unit students will develop a strong understanding of the elements of informative writing. The purpose of an informative writing will be to convince others to take a certain action or stance. The informative essay will include information that informs readers about certain events,</p>

	<p>person or idea. At the end of the unit they will use to texts to research a topic and write a research report. Journal Writing Tasks will assist in strengthening of the writing content.</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>● JOURNEYS Student Edition</li> <li>● JOURNEYS Leveled Readers</li> <li>● JOURNEYS Readers Notebook</li> <li>● JOURNEYS Teacher's Edition</li> <li>● JOURNEYS Digital Focus Wall</li> <li>● <a href="http://www.thinkcentral.com">www.thinkcentral.com</a></li> <li>● <a href="http://www.readinga-z.com">www.readinga-z.com</a></li> <li>● <a href="http://www.raz-plus.com">www.raz-plus.com</a></li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How can media be a distraction?</li> <li>● What causes change in the community?</li> <li>● How do forest and trees show change?</li> <li>● How can animal behavior be like human behavior?</li> <li>● How do inventions change the way we do things?</li> </ul>
<b>Essential Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● Students will discover different points of view and fact and opinion.</li> <li>● Students will apply their knowledge and text structure to different texts within the unit.</li> <li>● Students will understand that writing is a vehicle for expressing thinking, solving problems, exploring issues, and constructing questions.</li> </ul>
<b>Technology Infusion</b>	<ul style="list-style-type: none"> <li>● 8.1.5.A.2 Format a document using a word document processing application to enhance text and include graphics, symbols, and/or pictures.</li> </ul>
<b>Standards</b>	<p>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.</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 or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</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 literature.</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</p>

drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

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

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.

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

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.

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*.

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.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.

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.

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

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

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- 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.
- b. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- c. Link ideas within paragraphs and sections of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 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. (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.

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.

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].”).

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.

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.

- a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- 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.
- 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 (e.g., 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.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- e. Form and use prepositional phrases.
- g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).

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

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
- 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.



	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ol> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p>
<p style="text-align: center;"><b>Integrated Accommodations and Modifications</b></p>	<ul style="list-style-type: none"> <li>● <b>Special Education Students</b> <ul style="list-style-type: none"> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Provide visuals of vocabulary/language</li> <li>● Books on audio</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Invite students to explore different points of view on a topic of study and compare</li> <li>● Integrated and small-group support</li> <li>● Provide visuals of vocabulary/language</li> <li>● Books on audio</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>Basic Skills Instruction</b> <ul style="list-style-type: none"> <li>● Encourage students to make transformations - use a common task or item in a different way</li> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Leveled readers for small group instruction</li> <li>● Differentiated phonics instruction and fluency</li> <li>● Digital components/tools available online</li> </ul> </li> <li>● <b>504 Students</b></li> </ul>

	<ul style="list-style-type: none"> <li>● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment</li> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Digital components/tools available online</li>   <li>● <b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"> <li>● Encourage students to explore concepts in depth and encourage independent studies or investigations</li> <li>● Modeling or independent student led research</li> </ul> </li> </ul>
<p style="text-align: center;"><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>● Observation Checklists</li> <li>● Narrative Analysis Prompts and Peer Review</li> <li>● Formal Assessments by Journeys</li> <li>● Multimedia Presentations</li> <li>● Writing Prompts</li> <li>● Vocabulary Quizzes</li> <li>● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling</li> <li>● Unit test/Benchmark test including literature, literary devices, and vocabulary</li> </ul>
<p style="text-align: center;"><b>Integration of 21st Century Learning Skills</b></p>	<ul style="list-style-type: none"> <li>● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</li> <li>● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</li> <li>● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</li> <li>● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> </ul>

<b>Career Education</b>	<ul style="list-style-type: none"> <li>• The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. Reading literature and writing narratives helps one to imagine possibilities and to define personal hopes and dreams.</li> </ul>
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>• As students engage and grow in their knowledge of narrative writing they will apply this to the research protocol for a historical figure that they most identify with. The product will include an art piece that will be multi-media in nature and be presented to their peers and families. This will also grow their oral language skills.</li> </ul>

### Unit 6 - Paths to Discovery

<b>Timeframe</b>	May-June
<b>Overview</b>	The purpose of this unit is to enhance students' comprehension of literature from different material. Students will read magazines, poems, trade books to help build on their exploration of different literature. This unit will be a review of story structure and summarizing texts.
<b>Writing Component</b>	In this unit students will develop a strong understanding of the elements of opinion writing. They will engage in lessons and writing experiences that will help them to master writing an effective opinion essay using evidence from a text. Students will learn to develop strong characters with both internal and external traits. Journal writing will assist in strengthening of the writing content.
<b>Resources</b>	<ul style="list-style-type: none"> <li>• JOURNEYS Student Edition</li> <li>• JOURNEYS Leveled Readers</li> <li>• JOURNEYS Readers Notebook</li> </ul>

	<ul style="list-style-type: none"> <li>● JOURNEYS Teacher’s Edition</li> <li>● JOURNEYS Digital Focus Wall</li> <li>● <a href="http://www.thinkcentral.com">www.thinkcentral.com</a></li> <li>● <a href="http://www.starfall.com">www.starfall.com</a></li> <li>● <a href="http://www.readinga-z.com">www.readinga-z.com</a></li> <li>● <a href="http://www.raz-plus.com">www.raz-plus.com</a></li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>● How does exploring nature help our understanding of the world?</li> <li>● Why is it important to learn about amphibians?</li> <li>● <b>How do museums teach us about our world?</b></li> <li>● What can people learn by working for a cause?</li> <li>● What can we do to protect the environment?</li> </ul>
<b>Essential Learning Outcomes</b>	<ul style="list-style-type: none"> <li>● Students will analyze different types of texts.</li> <li>● Students will focus on main idea and key details in the texts.</li> <li>● Students will write opinion pieces based on evidence from the text.</li> </ul>
<b>Technology Infusion</b>	<ul style="list-style-type: none"> <li>● 8.1.5.A.2 Format a document using a word document processing application to enhance text and include graphics, symbols, and/or pictures.</li> </ul>
<b>Standards</b>	<p>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.</p> <p>RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ol style="list-style-type: none"> <li>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.</li> </ol> <p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> <li>Read grade-level text with purpose and understanding.</li> <li>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol>

- W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- 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.
  - b. Provide reasons that are supported by facts from texts and/or other sources.
  - c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
  - 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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

- a. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- 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.
- 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 (e.g., 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.

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- d. Spell grade-appropriate words correctly, consulting references as needed.

L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases to convey ideas precisely.

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
- 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.

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

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).

<p><b>Integrated Accommodations and Modifications</b></p>	<ul style="list-style-type: none"> <li>● <b>Special Education Students</b> <ul style="list-style-type: none"> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Provide visuals of vocabulary/language</li> <li>● Books on audio</li> <li>● Digital components/tools available online</li> </ul> </li>   <li>● <b>English Language Learners</b> <ul style="list-style-type: none"> <li>● Invite students to explore different points of view on a topic of study and compare</li> <li>● Integrated and small-group support</li> <li>● Provide visuals of vocabulary/language</li> <li>● Books on audio</li> <li>● Digital components/tools available online</li> </ul> </li>   <li>● <b>Basic Skills Instruction</b> <ul style="list-style-type: none"> <li>● Encourage students to make transformations - use a common task or item in a different way</li> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Leveled readers for small group instruction</li> <li>● Differentiated phonics instruction and fluency</li> <li>● Digital components/tools available online</li> </ul> </li>   <li>● <b>504 Students</b> <ul style="list-style-type: none"> <li>● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment</li> <li>● Provide graphic organizers for additional support</li> <li>● Extended time for revisions or opportunity to identify and develop areas of personal interest</li> <li>● Digital components/tools available online</li> </ul> </li>   <li>● <b>Gifted &amp; Talented Students</b> <ul style="list-style-type: none"> <li>● Encourage students to explore concepts in depth and encourage independent studies or investigations</li> <li>● Modeling or independent student led research</li> </ul> </li> </ul>
<p><b>Assessments</b></p>	<ul style="list-style-type: none"> <li>● Observation Checklists</li> <li>● Narrative Analysis Prompts and Peer Review</li> <li>● Formal Assessments by Journeys</li> <li>● Multimedia Presentations</li> <li>● Writing Prompts</li> <li>● Vocabulary Quizzes</li> </ul>

	<ul style="list-style-type: none"> <li>● Formative assessments in the form of quizzes, class participation, discussion, and/or journaling</li> <li>● Unit test/Benchmark test including literature, literary devices, and vocabulary</li> </ul>
<p><b>Integration of 21st Century Learning Skills</b></p>	<ul style="list-style-type: none"> <li>● 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</li> <li>● 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.</li> <li>● 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</li> <li>● 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</li> <li>● CRP1. Act as a responsible and contributing citizen and employee.</li> <li>● CRP2. Apply appropriate academic and technical skills.</li> <li>● CRP4. Communicate clearly and effectively and with reason.</li> <li>● CRP5. Consider the environmental, social and economic impacts of decisions.</li> <li>● CRP6. Demonstrate creativity and innovation.</li> <li>● CRP7: Employ valid and reliable research strategies.</li> <li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>● CRP9. Model integrity, ethical leadership and effective management.</li> <li>● CRP10. Plan education and career paths aligned to personal goals.</li> <li>● CRP11: Use technology to enhance productivity.</li> </ul>
<p><b>Career Education</b></p>	<ul style="list-style-type: none"> <li>● The 12 Career Ready Practices: These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness. Reading literature and writing narratives helps one to imagine possibilities and to define personal hopes and dreams.</li> </ul>
<p><b>Interdisciplinary Connections</b></p>	<ul style="list-style-type: none"> <li>● As students engage and grow in their knowledge of narrative writing they will apply this to the research protocol for a historical figure that they most identify with. The product will include an art piece that will be multi-media in nature and be presented to their peers and families. This will also grow their oral language skills.</li> </ul>



