

FAIRFIELD TOWNSHIP SCHOOL
Grade 4 ELA Curriculum Guide

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1	Primary Focus Standards: RL.4.1 RI.4.1 RF.4.3A RL.4.2 RI.4.2 RF.4.4A,B,C RL.4.4 RI.4.4 RL.4.6 RI.4.6	Primary Focus Standards: W.4.1A,B,C,D W.4.4 W.4.5 W.4.6 W.4.7 W.4.10	Primary Focus Standards: SL.4.1A,B,C,D SL.4.6	Primary Focus Standards: L.4.1A,B L.4.2A,D L.4.4A,C L.4.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> ● 1 Extended Text ● 3-6 shorter texts depending upon length and complexity 	Writing Genre: <ul style="list-style-type: none"> ● Opinion Writing ● Research ● Routine Writing 	Task Types: <ul style="list-style-type: none"> ● Small and whole group discussions 	These standards are embedded within the writing process
Unit 2	Primary Focus Standards: RL.4.1 RI.4.1 RF.4.3A RL.4.2 RI.4.2 RF.4.4A,B,C RI.4.3 RI.4.4 RI.4.5 RI.4.6 RI.4.7 RI.4.8	Primary Focus Standards: W.4.2A,B,C,D,E W.4.4 W.4.5 W.4.6 W.4.8 W.4.10	Primary Focus Standards: SL.4.1A,B,C,D SL.4.2 SL.4.3 SL.4.6	Primary Focus Standards: L.4.1C,D L.4.2B,D L.4.3A,B,C L.4.4A,C L.4.6

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	RI.4.9			
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> ● 1 Extended Text ● 3-6 shorter texts depending upon length and complexity 	Writing Genre: <ul style="list-style-type: none"> ● Research/Informative ● Routine Writing 	Task Type: <ul style="list-style-type: none"> ● Project-based presentations focusing on use of multimedia and visual displays 	These standards are embedded within the writing process
Unit 3	Primary Focus Standards: RL.4.1 RI.4.1 RF.4.3A RL.4.2 RI.4.2 RF.4.4A,B,C RL.4.3 RL.4.4 RL.4.5 RL.4.6 RL.4.7 RL.4.9	Primary Focus Standards: W.4.3A,B,C,D W.4.4 W.4.5 W.4.6 W.4.9 W.4.10	Primary Focus Standards: SL.4.1A,B,C,D SL.4.2 SL.4.4 SL.4.6	Primary Focus Standards: L.4.1E,F L.4.2C,D L.4.4A,C L.4.5A,B,C L.4.6
	Text Type: (fiction and nonfiction) <ul style="list-style-type: none"> ● 1 - 2 Extended Texts 	Writing Genre: <ul style="list-style-type: none"> ● Narrative 	Task Type: <ul style="list-style-type: none"> ● Present in small groups 	These standards are embedded within the writing process

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	<ul style="list-style-type: none"> 4-8 shorter texts depending upon length and complexity 	<ul style="list-style-type: none"> Literary Analysis Routine Writing 	and to whole class	
Unit 4	<p>Primary Focus Standards:</p> <p>RL.4.1 RI.4.1 RF.4.3A</p> <p>RL.4.2 RI.4.2 RF.4.4A,B,C</p> <p>RL.4.4 RI.4.4</p> <p>RL.4.5 RI.4.5</p> <p>RL.4.6 RI.4.6</p> <p>RL.4.10 RI.4.10</p>	<p>Primary Focus Standards:</p> <p>W.4.2A,B,C,D,E</p> <p>W.4.4</p> <p>W.4.5</p> <p>W.4.6</p> <p>W.4.10</p> <p>Select at least one from W.4.7, W.4.8, W.4.9</p>	<p>Primary Focus Standards:</p> <p>SL.4.1A,B,C,D</p> <p>SL.4.2</p> <p>SL.4.5</p> <p>SL.4.6</p>	<p>Primary Focus Standards:</p> <p>L.4.1G</p> <p>L.4.2D</p> <p>L.4.4A,B,C</p> <p>L.4.6</p>
	<p>Text Type: (fiction and nonfiction)</p> <ul style="list-style-type: none"> 1 Extended Text 3-6 shorter texts depending upon length and complexity 	<p>Writing Genre:</p> <ul style="list-style-type: none"> Research Informative and Explanatory Routine Writing 	<p>Task type:</p> <ul style="list-style-type: none"> Debates Present in small groups and to whole class 	These standards are embedded within the writing process
Suggested Open Educational Resources	<p>Reading</p> <ul style="list-style-type: none"> North Carolina-4th Gr. ELA Unpacking the Standards PARCC Evidence Tables Point of View Video Main Idea Practice Inference Practice Read Aloud Strategy Circle Plot Diagram Fluency Packet 	<p>Writing/Language</p> <ul style="list-style-type: none"> Brainstorm before Writing Conferencing Video Narrative Lessons Compare/Contrast Map Essay Map Implementing the Writing Process Mini Lessons Writing Samples Graphic Organizers Flocabulary Context Clues Word Usage Grammar and Usage Spelling practice 	<p>Speaking & Listening</p> <ul style="list-style-type: none"> Collaborative Discussions Video Notes for Discussions Video Text Talk Time Literature Circles Speaking and Listening Rubric In Character Presentation Crafting a Persuasive Speech New Report 	<p>Critical Thinking</p> <ul style="list-style-type: none"> Current Event Lessons Smithsonian Tween Tribune Newsela Critical Thinking Handbook Critical Thinking Lessons in Literacy Whole Brain Teaching Video Critical Thinking Lesson Plans

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		<ul style="list-style-type: none"> ● Various ELA Practices ● Word Relationships ● Grammar Practice ● More Grammar Practice 		
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Intervention Checklist: https://docs.google.com/spreadsheets/d/1AqmBNyteomM2Y2PbMI0GqeRUJl6Cmi2S-5HAnzYaJeo/edit#gid=0	
<u>Understand and use technology systems.</u>	<u>8.1.8.A.1</u> Demonstrate knowledge of a real world problem using digital tools.
<u>Select and use applications effectively and productively.</u>	<u>8.1.8.A.2</u> Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. <u>8.1.8.A.3</u> Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

Unit 1 Grade 4		
Unit 1 Reading Standards	Unit 1 Reading Critical Knowledge and Skills	
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.	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.	<ul style="list-style-type: none"> ● Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read ● Make personal connections, make connections to other texts, and/or make global connections when relevant ● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text ● Refer to the text when drawing conclusions as well as when answering directly stated questions
RL.4.2. Determine the key details to identify theme in a story, drama, or poem	RI.4.2. Determine the main idea of a text and explain how it is supported by key	<ul style="list-style-type: none"> ● Identify the key details of a text that support the main idea ● Analyze the actions and thoughts of characters or speakers in texts, looking for

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and summarize the text.	details; summarize the text.	<p>patterns</p> <ul style="list-style-type: none"> ● Determine the theme or main idea of the text ● Summarize the key points of a text ● Explain how the author supports main ideas in informational text with key details
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 .	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> .	<ul style="list-style-type: none"> ● Determine the meaning of words and phrases in a text ● Identify words that allude to mythological characters (ie: Herculean) ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) ● Identify metaphors and similes
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.	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.	RL.4.6: <ul style="list-style-type: none"> ● Identify the narrator’s point of view ● Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view
		RI.4.6: <ul style="list-style-type: none"> ● Identify similarities and differences between firsthand and secondhand accounts ● Explain how the point of view impacts the delivery of information in the text
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		<ul style="list-style-type: none"> ● Identify specific strategies for decoding words in texts ● Apply the specific strategies for decoding and spelling multisyllabic words
RF.4.4. Read with sufficient accuracy and fluency to support comprehension. RF.4.4.A. Read grade-level text with purpose and understanding. RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		<ul style="list-style-type: none"> ● Use various strategies to understand text and read with purpose ● Read grade-level poetry and prose aloud accurately ● Use an appropriate rate and expression when reading aloud ● Use various strategies to support word recognition and understanding ● Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Unit 1 Writing Standards		Unit 1 Writing Critical Knowledge and Skills
W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.4.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. W.4.1.B. Provide reasons that are supported by facts from texts and/or other		<ul style="list-style-type: none"> ● Distinguish fact from opinions ● Organize text by using a specific organizational structure(i.e.: cause/effect chronological order, etc) ● Group supporting details to support the writer’s purpose ● Introduce a topic or text clearly ● State an opinion to be supported with evidence

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<p>sources. W.4.1.C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). W.4.1.D. Provide a conclusion related to the opinion presented.</p>	<ul style="list-style-type: none"> ● Write a thesis statement to focus the writing ● Logically order reasons that are supported by facts ● Support the opinion with facts and details from texts or other sources ● Use transitional words and phrases to connect opinions to reasons ● Write a conclusion related to the opinion presented
<p>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.)</p>	<ul style="list-style-type: none"> ● Produce writing that is clear and understandable to the reader ● Unpack writing tasks (type of writing assignment) ● Unpack writing purpose (the writer’s designated reason for writing) ● Focus the organization and development of a topic to reflect the task and purpose
<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p>	<ul style="list-style-type: none"> ● Practice revising and editing skills ● Change word choice and sentence structure in writing to strengthen the piece ● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing ● Recognize spelling, grammar, and punctuation errors ● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
<p>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.</p>	<ul style="list-style-type: none"> ● Use digital tools ● Use technology for producing and publishing writing, and collaborating with others ● Demonstrate proficiency in keyboarding skills ● Type at least one page in a single setting
<p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<ul style="list-style-type: none"> ● Research a topic through investigation of the topic ● Explore a topic in greater detail by developing a research question that helps bring focus to the topic ● Gather information to support a topic ● Select relevant information from texts to support main ideas or claims ● Group like ideas to organize writing
<p>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.</p>	<ul style="list-style-type: none"> ● Produce numerous pieces of writing over various time frames ● Develop skills in research ● Reflect on and revise writing ● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
<p>Unit 1 Speaking and Listening Standards</p>	<p>Unit 1 Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<ul style="list-style-type: none"> ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations

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<ul style="list-style-type: none"> ● SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles. SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions 	<ul style="list-style-type: none"> ● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer ● Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker’s idea, sharing the floor, etc)
<p>SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<ul style="list-style-type: none"> ● Speak for a variety of purposes ● Distinguish between formal and informal discourse ● Adapt speech to a variety of contexts and tasks
<p>Unit 1 Language Standards</p>	<p>Unit 1 Language Critical Knowledge and Skills</p>
<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.1.A. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>L.4.1.B. Form and use the progressive (e.g., <i>I was walking; I will be walking</i>) verb tenses.</p>	<ul style="list-style-type: none"> ● Identify and define relative pronouns ● Use appropriate relative pronouns and relative adverbs when writing or speaking ● Identify progressive verb tenses in sentences ● Select the appropriate verb tense to use when writing or speaking
<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2.A. Use correct capitalization.</p> <p>L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> ● Identify rules for capitalization ● Apply capitalization rules consistently ● Spell grade-appropriate words correctly ● Use references as needed to aid in spelling
<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>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases</p>	<ul style="list-style-type: none"> ● Decipher the meanings of words and phrases by using sentence context ● Determine the meaning of commonly used prefixes and suffixes ● Separate a base word from the prefix or suffix ● Use the definition of known prefixes and suffixes to define new words ● Identify the purpose and use of glossaries and dictionaries ● Determine the structure of glossaries and dictionaries ● Use both print and digital glossaries and dictionaries to define and clarify words
<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>	<ul style="list-style-type: none"> ● Use 4th grade vocabulary fluently when discussing academic or domain-specific topics ● Choose the most accurate word when describing actions, emotions, or states of being ● Choose the most accurate word when discussing a particular topic ● Use knowledge of synonyms and antonyms to broaden vocabulary

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Unit 1 Grade 4							
District/School Formative Assessment Plan	District/School Summative Assessment Plan						
Suggested Formative Assessments (optional) <ul style="list-style-type: none"> ● Daily independent practice ● Peer Discussions ● Student Portfolio/ Open-Ended Responses ● Reading/Writing Conferences ● Self-Evaluations ● Anecdotal Notes 	Summative Assessments <ul style="list-style-type: none"> ● Unit Benchmark Assessment ● Weekly Test ● Guided Reading Level ● Performance Task ● EdConnect Assessments 						
District/School Texts	District/School Supplementary Resources						
Reading Street Reading Series (Units 4.1)	Reading A-Z.com, Youtube, abcy.com, edhelpers.com, teachers pay teachers, starfall.com, abcmouse.com, Scholastic.com, abctech.com, XL						
Vocabulary	Instruction and Pacing						
inference, dialogue, theme, direct quotes, explain, identify, drama, poem, topic, reflect, justify, scene, stanza, point of view, describe, narrator, speculate, events, comprehend, literature, evidence, specific, demonstrate, decode, apply, roots, affixes, accuracy, expression, rate, prose, context clues, rereading, recognizing, narrative, develop, coherent, task, purpose, audience, fiction, informational text, collaborate, pronunciation, clarify, synonyms, antonyms, summarize, homographs, analogy	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 5px;">Author's Purpose Narrative Writing Summarize Figurative Language Textual Evidence</td> <td style="text-align: center; vertical-align: middle; padding: 5px;">8 weeks</td> </tr> <tr> <td style="padding: 5px;">Unit Benchmark/GRL testing</td> <td style="text-align: center; vertical-align: middle; padding: 5px;">1 week</td> </tr> <tr> <td style="text-align: right; padding: 5px;">total</td> <td style="text-align: center; vertical-align: middle; padding: 5px;">9 weeks</td> </tr> </table>	Author's Purpose Narrative Writing Summarize Figurative Language Textual Evidence	8 weeks	Unit Benchmark/GRL testing	1 week	total	9 weeks
Author's Purpose Narrative Writing Summarize Figurative Language Textual Evidence	8 weeks						
Unit Benchmark/GRL testing	1 week						
total	9 weeks						

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Differentiation and Accommodations	ELL Differentiation and Accommodations
<p>Provide graphic organizers</p> <p>Provide additional examples and opportunities of problems for repetition</p> <p>Provide tutoring opportunities</p> <p>Provide retesting opportunities after remediation (up to teacher and district discretion)</p> <p>Teach for mastery; not the test</p> <p>Teaching concepts in different modalities</p> <p>Adjust pace and homework assignments</p> <p>Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall</p> <p>Adjust pace and homework assignments</p> <p>Offer performance tasks of varied levels</p> <p>Include more scaffolding questions and tasks</p>	<p>Teach students to answer questions in the format of the test</p> <p>Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives</p> <p>Picture vocabulary</p> <p>Picture books</p> <p>Simplified language for understanding</p> <p>Reader’s Theater</p> <p>Modify homework, assignments and assessment (can be oral if necessary)</p> <p>Cooperative learning</p> <p>Read directions and stories</p> <p>Language support cards</p>

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	<p>Read aloud retell and then progress to shared story retell for Benchmark practice and assessment</p> <p>Additional center work focusing on HFW</p> <p>Additional phonemic awareness teaching and practice</p> <p>Re-teach alphabet and alphabet sounds</p>
Meaning	
Enduring Understanding Essential Questions	
<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> Recognizing the author's purpose and point of view enables understanding/meaning of text Evidence in the text connects and supports the theme, title, and meaning Dialogue and details help create a clear and coherent writing piece 	<p><i>Questions that will foster inquiry, understanding and transfer of learning...</i></p> <ul style="list-style-type: none"> How would I best summarize the text? Does understanding and the use of language effect communication and meaning? What is the author's point? How does he/she support it? How valid is the support?
Common Misconceptions	Proper Conception
<p>Author's purpose differs from the main idea in that author's purpose is not the point you're supposed to get; it's the WHY behind the author picked up a pen or selected those words in the first place.</p> <p>While personal narrative does usually rely on strong voice for success, not all narratives need be personal, and many become muddled by the use of the first person.</p> <p>As a general rule, you should not include your own ideas or</p>	<p>The author's purpose is basically the reason he or she chose to act in a particular way, whether that's writing the passage, selecting a phrase, using a word, etc.</p> <p>Narrative writing can take various forms, including personal essays, biographical sketches (or profiles), and autobiographies in addition to short stories and plays.</p> <p>The primary purpose of a summary is to "give an accurate, objective representation of what the work says."</p>

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interpretations or opinions in a *summary*.

District/School Writing Tasks

Primary Focus	Secondary Focus	Routine Writing
<p><i>District created writing prompts & rubrics to meet EOC goals & targets : Informational or Literary.</i></p>	<p><i>Determine the theme of a story, drama, or poem; understand characters' feelings based on actions and other textual clues. Effectively communicate with others and the world around them through speaking and writing.</i></p> <p><i>Produce clear and coherent writing in which the development & organization are appropriate to task, purpose, and audience.</i></p>	<p><i>Daily writing or writing that is done several times over a week (journals), writing centers, UDLs.</i></p>

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively within reason.

CRP5 Consider the environmental, social and economic impacts of decisions.

CRP 6 Demonstrate creativity and innovation.

CRP7 Employ valid and reliable research strategies.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

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CRP9 Model integrity, ethical leadership and effective management.
 CRP11 Use technology to enhance productivity.
 CRP12 Work productively in teams while using cultural global competence.

Social Studies: 6.1.D, 6.1.B

Instructional Strategies

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills
RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says	RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the	<ul style="list-style-type: none"> • Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read • Make personal connections, make connections to other texts, and/or make global

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explicitly and when drawing inferences from the text.	text says explicitly and when drawing inferences from the text.	<p>connections when relevant</p> <ul style="list-style-type: none"> ● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text ● Refer to the text when drawing conclusions as well as when answering directly stated questions
RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> ● Identify the key details of a text that support the main idea ● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns ● Determine the theme or main idea of the text ● Summarize the key points of a text ● Explain how the author supports main ideas in informational text with key details
	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.	<ul style="list-style-type: none"> ● Read text closely to identify key details ● Explain how or why historical events, scientific ideas or “how to” procedures happened ● Use the text to support their answers
	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> .	<ul style="list-style-type: none"> ● Determine the meaning of words and phrases in a text ● Identify words that allude to significant characters (i.e.: Herculean) ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) ● Identify metaphors and similes
	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.	<ul style="list-style-type: none"> ● Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)
	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.	<ul style="list-style-type: none"> ● Identify similarities and differences between firsthand and secondhand accounts ● Explain how the point of view impacts the delivery of information in the text

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	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.	<ul style="list-style-type: none"> Analyze information presented in various formats to identify the key details Understand what is heard, viewed, or presented through various media formats to help make meaning of the text Explain how the information presented in various formats aids to the overall meaning
	RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.	<ul style="list-style-type: none"> Identify reasons and evidence an author uses to support a claim Describe how an author uses proof to support a point in the 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.	<ul style="list-style-type: none"> Read two texts closely on the same subject to identify key details Synthesize information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.4.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		<ul style="list-style-type: none"> Identify specific strategies for decoding words in texts Apply the specific strategies for decoding and spelling multisyllabic words
RF.4.4. Read with sufficient accuracy and fluency to support comprehension. RF.4.4.A. Read grade-level text with purpose and understanding. RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		<ul style="list-style-type: none"> Use various strategies to understand text and read with purpose Accurately read grade-level poetry and prose aloud Use an appropriate rate and expression when reading aloud Use various strategies to support word recognition and understanding Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Unit 2 Writing Standards		Unit 2 Writing Critical Knowledge and Skills
W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.4.2.A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. W.4.2.B. Develop the topic with facts, definitions, concrete details, text evidence , or other information and examples related to the topic.		<ul style="list-style-type: none"> Introduce a topic clearly Compose a clear thesis statement Group related information in paragraphs and sections Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate Purposefully select information to develop the topic Link ideas within paragraphs and sections of information using words and phrases

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<p>W.4.2.C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).</p> <p>W.4.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.4.2.E. Provide a conclusion related to the information or explanation presented.</p>	<ul style="list-style-type: none"> ● Use transitional words and phrases ● Select specific language and vocabulary to convey ideas and information ● Provide a conclusion related to the information or explanation
<p>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.)</p>	<ul style="list-style-type: none"> ● Produce writing that is clear and understandable to the reader ● Unpack writing tasks (type of writing assignment) ● Unpack writing purpose (the writer’s designated reason for writing) ● Focus the organization and development of a topic to reflect the task and purpose
<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p>	<ul style="list-style-type: none"> ● Practice revising and editing skills ● Change word choice and sentence structure in writing to strengthen the piece ● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing ● Recognize spelling, grammar, and punctuation errors ● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
<p>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.</p>	<ul style="list-style-type: none"> ● Use digital tools ● Use technology for producing and publishing writing, and collaborating with others ● Demonstrate proficiency in keyboarding skills ● Type at least one page in a single setting
<p>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.</p>	<ul style="list-style-type: none"> ● Research information from print and digital sources ● Integrate information from personal experience ● Take notes and organize their information into categories ● List the sources used
<p>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.</p>	<ul style="list-style-type: none"> ● Produce numerous pieces of writing over various time frames ● Develop skills in research ● Reflect on and revise writing ● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
<p>Unit 2 Speaking and Listening Standards</p>	<p>Unit 2 Speaking and Listening Critical Knowledge and Skills</p>
<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</p>	<ul style="list-style-type: none"> ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer

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<p>SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</p> <p>SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p>	<ul style="list-style-type: none"> ● Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker’s idea, sharing the floor, etc)
<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally).</p>	<ul style="list-style-type: none"> ● Identify the key points and supporting details of a text presented orally ● Restate the key information from a written text read aloud or information presented in multiple formats
<p>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.</p>	<ul style="list-style-type: none"> ● Report on a topic or text, telling a story, or recounting an event in an organized, logical manner ● Present information orally and in coherent, spoken sentences ● Use an appropriate pace when presenting ● Present and logically support personal opinions
<p>SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)</p>	<ul style="list-style-type: none"> ● Speak for a variety of purposes ● Distinguish between formal and informal discourse ● Adapt speech to a variety of contexts and tasks
<p>Unit 2 Language Standards</p>	<p>Unit 2 Language Critical Knowledge and Skills</p>
<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.4.1.C. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>L.4.1.D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p>	<ul style="list-style-type: none"> ● Identify and define modal auxiliaries ● Use the appropriate modal auxiliary to convey various conditions ● Identify adjectives in sentences to determine their purpose ● Place adjectives in conventional order when writing or speaking
<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.4.2.B. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> ● Identify the format for marking direct speech and quotations ● Apply the rules for marking direct speech and quotations when writing ● Spell grade-appropriate words correctly ● Use references as needed to aid in spelling
<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>L.4.3.A. Choose words and phrases to convey ideas precisely</p> <p>L.4.3.B. Choose punctuation for effect</p> <p>L.4.3.C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)</p>	<ul style="list-style-type: none"> ● Select the most precise word to convey ideas ● Select punctuation to create effect in writing ● Use formal English and informal English in the appropriate settings

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<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>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases</p>	<ul style="list-style-type: none"> ● Decipher the meanings of words and phrases by using sentence context ● Identify the purpose and use of glossaries and dictionaries ● Determine the structure of glossaries and dictionaries ● Use both print and digital glossaries and dictionaries to define and clarify words
<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>	<ul style="list-style-type: none"> ● Use 4th grade vocabulary fluently when discussing academic or domain-specific topics ● Choose the most accurate word when describing actions, emotions, or states of being ● Choose the most accurate word when discussing a particular topic ● Use knowledge of synonyms and antonyms to broaden vocabulary

Unit 2 Grade 4	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Suggested Formative Assessments (optional)</p> <ul style="list-style-type: none"> ● Daily independent practice ● Peer Discussions ● Student Portfolio/ Open-Ended Responses ● Reading/Writing Conferences ● Self-Evaluations 	<p>Summative Assessments</p> <ul style="list-style-type: none"> ● Unit Benchmark Assessment ● Weekly Test ● Guided Reading Level ● Performance Task ● EdConnect Assessments

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• Anecdotal Notes							
District/School Texts	District/School Supplementary Resources						
Reading Street Reading Series (Units 4.2/4.3)	Youtube, edhelpers.com, teachers pay teachers, Scholastic.com, IXL, https://www.pearsonrealize.com						
Vocabulary	Instruction and Pacing						
inference, poetry, purpose, organization, annotate, text, context clues, task, evaluate, elements, claim, audience, evidence, analyze, thesis, statement, writing process, cite, point of view, story elements, coherent, theme, narrative, dialogue, narrative writing, genre, determine, transitions, fragment, drama, main idea, sequence of events, clarify, moral, key, details, description, paraphrase, root, support, conclusion, synonyms, prefix, fluency, development, antonyms, suffix, prose, compare, contrast	<table border="1" style="width: 100%;"> <tr> <td>Summarize Inference Writing Process Main Idea/Supporting Details</td> <td style="text-align: center; vertical-align: middle;">8 weeks</td> </tr> <tr> <td>Unit Benchmark/GRL testing</td> <td style="text-align: center;">1 week</td> </tr> <tr> <td style="text-align: right;">total</td> <td style="text-align: center;">9 weeks</td> </tr> </table>	Summarize Inference Writing Process Main Idea/Supporting Details	8 weeks	Unit Benchmark/GRL testing	1 week	total	9 weeks
Summarize Inference Writing Process Main Idea/Supporting Details	8 weeks						
Unit Benchmark/GRL testing	1 week						
total	9 weeks						
Differentiation and Accommodations	ELL Differentiation and Accommodations						
Provide graphic organizers Provide additional examples and opportunities of problems for repetition Provide tutoring opportunities Provide retesting opportunities after remediation (up to teacher and district discretion)	Teach students to answer questions in the format of the test Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives Picture vocabulary Picture books Simplified language for understanding						

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<p>Teach for mastery; not the test</p> <p>Teaching concepts in different modalities</p> <p>Adjust pace and homework assignments</p> <p>Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall</p> <p>Adjust pace and homework assignments</p> <p>Offer performance tasks of varied levels</p> <p>Include more scaffolding questions and tasks</p>	<p>Reader's Theater</p> <p>Modify homework, assignments and assessment (can be oral if necessary)</p> <p>Cooperative learning</p> <p>Read directions and stories</p> <p>Language support cards</p> <p>Read aloud retell and then progress to shared story retell for Benchmark practice and assessment</p> <p>Additional center work focusing on HFW</p> <p>Additional phonemic awareness teaching and practice</p> <p>Re-teach alphabet and alphabet sounds</p>
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Meaning

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Enduring Understanding Essential Questions

Students will understand that...

- Main ideas are supported by details in the text.
- Authors expect readers to infer information that is not directly stated in the text.
- Writing follows a pattern similar to reading in that it includes story elements.
- There are major differences between poems, drama, and prose.

Questions that will foster inquiry, understanding and transfer of learning...

- What is the author saying that is not directly stated in the text?
- How can I find the main idea of a story using the details from the text?
- How can the writing process help me develop my topic?

Common Misconceptions

Author's purpose differs from the **main idea** in that author's purpose is not the point you're supposed to get; it's the **WHY** behind the author picked up a pen or selected those words in the first place.
 As a general rule, you should not include your own ideas or interpretations or opinions in a **summary**.
Prose is not poetry. **Verse** is a poem or a piece of poetry.

Proper Conception

The **author's purpose** is basically the reason he or she chose to act in a particular way, whether that's writing the passage, selecting a phrase, using a word, etc.
 The primary purpose of a **summary** is to "give an accurate, objective representation of what the work says."
Prose is ordinary writing (both fiction and **nonfiction**) as distinguished from verse.

District/School Writing Tasks

Primary Focus

District created writing prompts & rubrics to meet EOC goals & targets : Informational or Literary.

Secondary Focus

*Summarize various types of text using main idea and key details. Draw inferences that are not explicitly stated in the text.
 Produce clear and coherent writing in which the development & organization are appropriate to task, purpose, and audience.*

Routine Writing

Daily writing or writing that is done several times over a week (journals), writing centers, UDLs.

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Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy
21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.
CRP2 Apply appropriate academic and technical skills.
CRP4 Communicate clearly and effectively within reason.
CRP5 Consider the environmental, social and economic impacts of decisions.
CRP 6 Demonstrate creativity and innovation.
CRP7 Employ valid and reliable research strategies.
CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9 Model integrity, ethical leadership and effective management.
CRP11 Use technology to enhance productivity.
CRP12 Work productively in teams while using cultural global competence.

Social Studies: 6.1.D, 6.1.B

Instructional Strategies

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by

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Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

Unit 2 Performance Task (Optional)

What authentic performance task(s) will students demonstrate desired understanding(s)

Compare/Contrast a modern day fairy tale with a Native American folk tale. They will then chose a Native American folktale with which to compare. Students will use a Venn diagram to organize their thoughts. From this, they will write a three paragraph essay.

Writing Rubric
[PARCC Expanding Scoring Rubric](#)
Project Rubric

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- Score 4**
The student organizes their thoughts effectively with a Three Column T-Chart with multiple supporting details in each column. Student independently writes the essay comparing and contrasting the two different stories. Student clearly explains their opinion and supports their view.
- Score 3**
The student organizes their thoughts with a Three Column T-Chart with supporting details in each column. The student needs minimal support to complete task. Comparison is complete with support. Details are acceptable.
- Score 2**
The student organizes their thought with a Three Column T-Chart with incomplete or inappropriate details. The Student Task is incomplete. Essay can be understood with some difficulty, but lacks details.
- Score 1**
The student is unable to complete the writing piece. Responses are not complete, lack details,
- Score 0**
The task is not attempted or off topic

Unit 3 Grade 4		
Unit 3 Reading Standards	Unit 3 Reading Critical Knowledge and Skills	
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.	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.	<ul style="list-style-type: none"> ● Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read ● Make personal connections, make connections to other texts, and/or make global connections when relevant ● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text ● Refer to the text when drawing conclusions as well as when answering directly stated questions
RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> ● Identify the key details of a text that support the main idea ● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns ● Determine the theme or main idea of the text

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		<ul style="list-style-type: none"> ● Summarize the key points of a text ● Explain how the author supports main ideas in informational text with key details
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).		<ul style="list-style-type: none"> ● Read text closely, looking for key details regarding character, setting, or plot ● Analyze story elements for literal and inferential meaning ● Refer to the text to describe various story elements
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 .		<ul style="list-style-type: none"> ● Determine the meaning of words and phrases in a text ● Identify words that allude to significant characters (i.e.: Herculean) ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) ● Identify metaphors and similes
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.		<ul style="list-style-type: none"> ● Explain the differences between poems, drama, and prose ● Explain how structural elements are used to create an oral or written response to 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.		<ul style="list-style-type: none"> ● Identify the narrator's point of view ● Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view
RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text		<ul style="list-style-type: none"> ● Link the reading of the text to listening or viewing the same story ● Compare what was read to what was visualized and heard ● Cite textual evidence to support comparisons
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.		<ul style="list-style-type: none"> ● Identify similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature ● Analyze how the theme is presented in the text ● Analyze the influence of culture on similar themes
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.		<ul style="list-style-type: none"> ● Identify specific strategies for decoding words in texts ● Apply the specific strategies for decoding and spelling multisyllabic words

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<p>RF.4.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	
<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension. RF.4.4.A. Read grade-level text with purpose and understanding. RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> ● Use various strategies to understand text and read with purpose ● Accurately read grade-level poetry and prose aloud ● Use an appropriate rate and expression when reading aloud ● Use various strategies to support word recognition and understanding ● Reread texts when appropriate to support increased accuracy, fluency, and comprehension
<p>Unit 3 Writing Standards</p>	<p>Unit 3 Writing Critical Knowledge and Skills</p>
<p>W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. W.3.3.C. Use temporal words and phrases to signal event order. W.3.3.D. Provide a sense of closure.</p>	<ul style="list-style-type: none"> ● Compose a story hook to engage the reader ● Establish the story’s background or situation ● Introduce a narrator and/or characters ● Purposefully arrange events to make the story flow ● Use dialogue and description to develop experiences and events ● Show the responses of characters to situations, when appropriate ● Use a variety of transitional words and phrases to manage the sequence of events ● Use concrete words and phrases to relay story details ● Use sensory details to convey experiences and events precisely ● Provide a conclusion that follows from the narrated experiences or events
<p>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.)</p>	<ul style="list-style-type: none"> ● Produce writing that is clear and understandable to the reader ● Unpack writing tasks (type of writing assignment) ● Unpack writing purpose (the writer’s designated reason for writing) ● Focus the organization and development of a topic to reflect the task and purpose
<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p>	<ul style="list-style-type: none"> ● Practice revising and editing skills ● Change word choice and sentence structure in writing to strengthen the piece ● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing ● Recognize spelling, grammar, and punctuation errors ● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
<p>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.</p>	<ul style="list-style-type: none"> ● Use digital tools ● Use technology for producing and publishing writing, and collaborating with others ● Demonstrate proficiency in keyboarding skills ● Type at least one page in a single setting
<p>W.4.9. Draw evidence from literary or informational texts to support analysis,</p>	<ul style="list-style-type: none"> ● Use strategies for reading literary and informational text to investigate topics

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reflection, and research.	<ul style="list-style-type: none"> ● Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events ● Explain how an author uses proof to support a point in informational text ● Prove each point with evidence from the text ● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
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.	<ul style="list-style-type: none"> ● Produce numerous pieces of writing over various time frames ● Develop skills in research ● Reflect on and revise writing ● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 3 Speaking and Listening Standards	Unit 3 Speaking and Listening Critical Knowledge and Skills
<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</p> <p>SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</p> <p>SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p>	<ul style="list-style-type: none"> ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer ● Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally).	<ul style="list-style-type: none"> ● Identify the key points and supporting details of a text presented orally ● Restate the key information from a written text read aloud or information presented in multiple formats
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.	<ul style="list-style-type: none"> ● Report on a topic or text, telling a story, or recounting an event in an organized, logical manner ● Present information orally and in coherent, spoken sentences ● Use an appropriate pace when presenting ● Present and logically support personal opinions
SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> ● Speak for a variety of purposes ● Distinguish between formal and informal discourse ● Adapt speech to a variety of contexts and tasks
Unit 3 Language Standards	Unit 3 Language Critical Knowledge and Skills
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> ● Recognize the purpose and function of prepositional phrases ● Identify prepositions and prepositional phrases when reading

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<p>L.4.1.E. Form and use prepositional phrases. L.4.1.F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p>	<ul style="list-style-type: none"> ● Use prepositional phrases in writing ● Identify the components of complete sentences ● Consistently write in complete sentences ● Distinguish complete sentences, fragments, and run-on sentences ● Revise fragments and run-ons to form complete sentences
<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.4.2.C. Use a comma before a coordinating conjunction in a compound sentence. L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> ● Identify coordinating conjunctions in sentences ● Use a comma before a coordinating conjunction in a compound sentence ● Spell grade-appropriate words correctly ● Use references as needed to aid in spelling
<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. L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. L.4.4.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 keywords and phrases</p>	<ul style="list-style-type: none"> ● Decipher the meanings of words and phrases by using sentence context ● Identify the purpose and use of glossaries and dictionaries ● Determine the structure of glossaries and dictionaries ● Use both print and digital glossaries and dictionaries to define and clarify words
<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.4.5.A. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. L.4.5.B. Recognize and explain the meaning of common idioms, adages, and proverbs. L.4.5.C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<ul style="list-style-type: none"> ● Identify similes and metaphors in text ● Explain the meaning of simple similes and metaphors ● Identify idioms, adages, and proverbs in text ● Explain the meaning of common idioms, adages, and proverbs ● Determine synonyms and antonyms of words to show meaning
<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>	<ul style="list-style-type: none"> ● Use 4th grade vocabulary fluently when discussing academic or domain-specific topics ● Choose the most accurate word when describing actions, emotions, or states of being ● Choose the most accurate word when discussing a particular topic ● Use knowledge of synonyms and antonyms to broaden vocabulary

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Unit 3 Grade 4	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
Suggested Formative Assessments (optional) <ul style="list-style-type: none"> ● Daily independent practice ● Peer Discussions ● Student Portfolio/ Open-Ended Responses ● Reading/Writing Conferences ● Self-Evaluations ● Anecdotal Notes 	Summative Assessments <ul style="list-style-type: none"> ● Unit Benchmark Assessment ● Weekly Test ● Guided Reading Level ● Performance Task ● EdConnect Assessments
District/School Texts	District/School Supplementary Resources
Reading Street Reading Series (Units 4.4, 4.5)	Reading A-Z.com, Youtube, abcy.com, edhelpers.com, teachers pay teachers, starfall.com, abcmouse.com, Scholastic.com, abctech.com, XL
Vocabulary	Instruction and Pacing

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<p>compare, contrast, quotes, dialogue, specific, illustrate, support, phrase, passage, excerpt, figurative language, simile, metaphor, literal, graphics, multi-media, tone, genre, structure, theme, point of view, prose, poetry, expression, rate, accuracy, infer, opinion, consequently, specifically, technique, dialogue, sequence, sensory, conclusion, narrator, elaborate, research, reflection, revision</p>	<table border="1"> <tr> <td data-bbox="907 306 1656 605"> <p>Compare/Contrast Develop Conclusions Transitional Words Multimedia Sensory Details Problem/Solution</p> </td> <td data-bbox="1667 306 1824 605"> <p>8 weeks</p> </td> </tr> <tr> <td data-bbox="907 613 1656 651"> <p>Mid-Year Benchmark/GRL testing</p> </td> <td data-bbox="1667 613 1824 651"> <p>1 week</p> </td> </tr> <tr> <td data-bbox="907 659 1656 699"> <p style="text-align: right;">total</p> </td> <td data-bbox="1667 659 1824 699"> <p>9 weeks</p> </td> </tr> </table>	<p>Compare/Contrast Develop Conclusions Transitional Words Multimedia Sensory Details Problem/Solution</p>	<p>8 weeks</p>	<p>Mid-Year Benchmark/GRL testing</p>	<p>1 week</p>	<p style="text-align: right;">total</p>	<p>9 weeks</p>
<p>Compare/Contrast Develop Conclusions Transitional Words Multimedia Sensory Details Problem/Solution</p>	<p>8 weeks</p>						
<p>Mid-Year Benchmark/GRL testing</p>	<p>1 week</p>						
<p style="text-align: right;">total</p>	<p>9 weeks</p>						
<p style="text-align: center;">Differentiation and Accommodations</p>	<p style="text-align: center;">ELL Differentiation and Accommodations</p>						
<p>Provide graphic organizers</p> <p>Provide additional examples and opportunities of problems for repetition</p> <p>Provide tutoring opportunities</p> <p>Provide retesting opportunities after remediation (up to teacher and district discretion)</p> <p>Teach for mastery; not the test</p> <p>Teaching concepts in different modalities</p> <p>Adjust pace and homework assignments</p>	<p>Teach students to answer questions in the format of the test</p> <p>Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives</p> <p>Picture vocabulary</p> <p>Picture books</p> <p>Simplified language for understanding</p> <p>Reader's Theater</p> <p>Modify homework, assignments and assessment (can be oral if necessary)</p> <p>Cooperative learning</p>						

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<p>Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall</p> <p>Adjust pace and homework assignments</p> <p>Offer performance tasks of varied levels</p> <p>Include more scaffolding questions and tasks</p>	<p>Read directions and stories</p> <p>Language support cards</p> <p>Read aloud retell and then progress to shared story retell for Benchmark practice and assessment</p> <p>Additional center work focusing on HFW</p> <p>Additional phonemic awareness teaching and practice</p> <p>Re-teach alphabet and alphabet sounds</p>
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Meaning

Enduring Understanding Essential Questions

<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● Drawing a conclusion is based on prior knowledge and experiences. ● Good writers provide sensory details and rich, descriptive events to explain experiences. 	<p><i>Questions that will foster inquiry, understanding and transfer of learning...</i></p> <ul style="list-style-type: none"> ● How do you use narrative techniques to develop your writing? ● What strategies do you use to draw conclusions from a text? ● What are the necessary components of a well-written conclusion?
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<ul style="list-style-type: none"> • Writing should be clear and coherent, appropriate to task, purpose, and audience • Multimedia presentation affects your understanding of literature 		
Common Misconceptions	Proper Conception	
<p>Students are likely to confuse compare and contrast as the same concept.</p>	<p>Compare is a strategy and method of organization in which a writer examines similarities and/or differences between two people, places, ideas, or things. Words and phrases that often signal a comparison include similarly, likewise, by comparison, in the same way, etc.</p> <p>Contrast is a rhetorical strategy and method of organization in which a writer identifies the differences between two people, places, ideas, or things. Words and phrases that often signal a contrast include <i>but, however, yet, in contrast, instead, unlike, nevertheless, and on the contrary</i>.</p>	
District/School Writing Tasks		
<p>Primary Focus</p> <p><i>District created writing prompts & rubrics to meet EOC goals & targets : Informational or Literary.</i></p>	<p>Secondary Focus</p> <p><i>Write to compare and contrast read literature to real world experiences for the purpose of drawing logical conclusions Develop conclusions based on the understanding of characters' feelings and reflect in writings</i></p>	<p>Routine Writing</p> <p><i>Daily writing or writing that is done several times over a week (journals), writing centers, UDLs.</i></p>

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Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively within reason.

CRP5 Consider the environmental, social and economic impacts of decisions.

CRP 6 Demonstrate creativity and innovation.

CRP7 Employ valid and reliable research strategies.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Social Studies: 6.1.D, 6.1.B

Instructional Strategies

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the

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classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

Unit 4 Grade 4		
Unit 4 Reading Standards	Unit 4 Reading Critical Knowledge and Skills	
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.	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.	<ul style="list-style-type: none"> ● Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read ● Make personal connections, make connections to other texts, and/or make global connections when relevant ● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text ● Refer to the text when drawing conclusions as well as when answering directly stated questions
RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<ul style="list-style-type: none"> ● Identify the key details of a text that support the main idea ● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns ● Determine the theme or main idea of the text ● Summarize the key points of a text ● Explain how the author supports main ideas in informational text with key details
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 .	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> .	<ul style="list-style-type: none"> ● Determine the meaning of words and phrases in a text ● Identify words that allude to significant characters (i.e.: Herculean) ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) ● Identify metaphors and similes

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<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>RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p>	<p>RL.4.5:</p> <ul style="list-style-type: none"> ● Explain the differences between poems, drama, and prose ● Explain how structural elements are used to create an oral or written response to a text
<p>RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>RL.4.6:</p> <ul style="list-style-type: none"> ● Identify the narrator’s point of view ● Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view <p>RI.4.6:</p> <ul style="list-style-type: none"> ● Identify similarities and differences between firsthand and secondhand accounts ● Explain how the point of view impacts the delivery of information in the text
<p>*RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, with scaffolding as needed.</p>	<p>*RI.4.10. By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.</p>	<ul style="list-style-type: none"> ● Read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year ● Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts ● Read texts with scaffolding as needed
<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>RF.4.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>		<ul style="list-style-type: none"> ● Identify specific strategies for decoding words in texts ● Apply the specific strategies for decoding and spelling multisyllabic words
<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RF.4.4.A. Read grade-level text with purpose and understanding.</p> <p>RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		<ul style="list-style-type: none"> ● Use various strategies to understand text and read with purpose ● Accurately read grade-level poetry and prose aloud ● Use an appropriate rate and expression when reading aloud ● Use various strategies to support word recognition and understanding ● Reread texts when appropriate to support increased accuracy, fluency, and comprehension
<p>Unit 4 Writing Standards</p>	<p>Unit 4 Writing Critical Knowledge and Skills</p>	
<p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.2.A. Introduce a topic clearly and group related information in</p>	<ul style="list-style-type: none"> ● Introduce a topic clearly ● Compose a clear thesis statement ● Group related information in paragraphs and sections 	

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<p>paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>W.4.2.B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</p> <p>W.4.2.C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).</p> <p>W.4.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W.4.2.E. Provide a conclusion related to the information or explanation presented.</p>	<ul style="list-style-type: none"> ● Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate ● Purposefully select information to develop the topic ● Link ideas within paragraphs and sections of information using words and phrases ● Use transitional words and phrases ● Select specific language and vocabulary to convey ideas and information ● Provide a conclusion related to the information or explanation presented
<p>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.)</p>	<ul style="list-style-type: none"> ● Produce writing that is clear and understandable to the reader ● Unpack writing tasks (type of writing assignment) ● Unpack writing purpose (the writer’s designated reason for writing) ● Focus the organization and development of a topic to reflect the task and purpose
<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p>	<ul style="list-style-type: none"> ● Practice revising and editing skills ● Change word choice and sentence structure in writing to strengthen the piece ● Use a variety of graphic organizers (story frames, story mountains, story maps)to assist with developing a plan for writing ● Recognize spelling, grammar, and punctuation errors ● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
<p>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.</p>	<ul style="list-style-type: none"> ● Use digital tools ● Use technology for producing and publishing writing, and collaborating with others ● Demonstrate proficiency in keyboarding skills ● Type at least one page in a single setting
<p>W.4.7 (Choice). Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<ul style="list-style-type: none"> ● Research a topic through investigation of the topic ● Explore a topic in greater detail by developing a research question that helps bring focus to the topic ● Gather information to support a topic ● Select relevant information from texts to support main ideas or claims ● Group like ideas to organize writing
<p>W.4.8 (Choice). 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.</p>	<ul style="list-style-type: none"> ● Research information from print and digital sources ● Integrate information from personal experience ● Take notes and organize their information into categories ● List the sources used
<p>W.4.9 (Choice). Draw evidence from literary or informational texts to support</p>	<ul style="list-style-type: none"> ● Use strategies for reading literary and informational text to investigate topics

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analysis, reflection, and research.	<ul style="list-style-type: none"> ● Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events ● Explain how an author uses proof to support a point in informational text ● Prove each point with evidence from the text ● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
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.	<ul style="list-style-type: none"> ● Produce numerous pieces of writing over various time frames ● Develop skills in research ● Reflect on and revise writing ● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 4 Speaking and Listening Standards	Unit 4 Speaking and Listening Critical Knowledge and Skills
<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p style="color: red;">SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion</p> <p>SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others</p> <p>SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p>	<ul style="list-style-type: none"> ● Use previous knowledge to expand discussions about a topic ● Engage in conversations about grade-appropriate topics and texts ● Participate in a variety of rich, structured conversations ● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer ● Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)
SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	<ul style="list-style-type: none"> ● Integrate audio recordings and visual displays, when appropriate, to enhance the development of main ideas or themes
SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> ● Speak for a variety of purposes ● Distinguish between formal and informal discourse ● Adapt speech to a variety of contexts and tasks
Unit 4 Language Standards	Unit 4 Language Critical Knowledge and Skills
<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 20px;">L.4.1.G. Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>	<ul style="list-style-type: none"> ● Identify words that are frequently confused when reading ● Use frequently confused words correctly in writing
<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 20px;">L.4.2.D. Spell grade-appropriate words correctly, consulting references as</p>	<ul style="list-style-type: none"> ● Spell grade-appropriate words correctly ● Use references as needed to aid in spelling

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needed.	
<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>L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>L.4.4.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>L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.</p>	<ul style="list-style-type: none"> ● Decipher the meanings of words and phrases by using sentence context ● Determine the meaning of commonly used prefixes and suffixes ● Separate a base word from the prefix or suffix ● Use the definition of known prefixes and suffixes to define new words ● Identify root words in unknown words ● Use known root words to aid in defining unknown words ● Identify the purpose and use of glossaries and dictionaries ● Determine the structure of glossaries and dictionaries ● Use both print and digital glossaries and dictionaries to define and clarify words
<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>	<ul style="list-style-type: none"> ● Use 4th grade vocabulary fluently when discussing academic or domain-specific topics ● Choose the most accurate word when describing actions, emotions, or states of being ● Choose the most accurate word when discussing a particular topic ● Use knowledge of synonyms and antonyms to broaden vocabulary

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Unit 4 Grade 4	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Suggested Formative Assessments (optional)</p> <ul style="list-style-type: none"> ● Daily independent practice ● Peer Discussions ● Student Portfolio/ Open-Ended Responses ● Reading/Writing Conferences ● Self-Evaluations ● Anecdotal Notes 	<p>Summative Assessments</p> <ul style="list-style-type: none"> ● Unit Benchmark Assessment ● Weekly Test ● Guided Reading Level ● Performance Task ● EdConnect Assessments
District/School Texts	District/School Supplementary Resources

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Reading Street Reading Series (Units 4.5, 4.6)	Reading A-Z.com, Youtube, abcy.com, edhelpers.com, teachers pay teachers, starfall.com, abcmouse.com, Scholastic.com, abctech.com, XL	
Vocabulary	Instruction and Pacing	
main idea, details, inferences, summarize, compare/contrast, point of view, interpret, text features, graphic features, topic, explanation, theme, lesson, moral, paragraph, narrative, informational, transitional words, headings, illustrations, multiple sources, topic sentence, concluding sentence, facts, examples	<p>Similarities/Differences Central Idea/ Summarize Textual Evidence /Graphic Features Inference /Context Clue Coherent Writing Cause/Effect</p>	8 weeks
Differentiation and Accommodations	ELL Differentiation and Accommodations	
<p>Provide graphic organizers</p> <p>Provide additional examples and opportunities of problems for repetition</p> <p>Provide tutoring opportunities</p> <p>Provide retesting opportunities after remediation (up to teacher and district discretion)</p>	<p>Teach students to answer questions in the format of the test</p> <p>Provide additional examples and opportunities for additional problems for repetition with visuals and manipulatives</p> <p>Picture vocabulary</p> <p>Picture books</p>	<p>Read directions and stories</p> <p>Language support cards</p> <p>Read aloud retell and then progress to shared story retell for Benchmark practice and assessment</p> <p>Additional center work focusing on HFW</p> <p>Additional phonemic awareness teaching and practice</p> <p>Re-teach alphabet and alphabet sounds</p>
	total	9 weeks

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<p>Teach for mastery; not the test</p> <p>Teaching concepts in different modalities</p> <p>Adjust pace and homework assignments</p> <p>Extra time, ELL charts/worksheets for vocabulary, modified quizzes, translation worksheet, step by step instructions, word wall</p> <p>Adjust pace and homework assignments</p> <p>Offer performance tasks of varied levels</p> <p>Include more scaffolding questions and tasks</p>	<p>Simplified language for understanding</p> <p>Reader's Theater</p> <p>Modify homework, assignments and assessment (can be oral if necessary)</p> <p>Cooperative learning</p>	
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Meaning

Enduring Understanding Essential Questions

<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● When you summarize you need to state the main idea and key details ● Information can be presented visually, orally or quantitatively ● Context clues help to determine the meaning of words/phrases ● Recognizing evidence in text connects the theme of the 	<p><i>Questions that will foster inquiry, understanding and transfer of learning...</i></p> <ul style="list-style-type: none"> ● What does summarizing look like? ● How can I use context clues to help understand unknown words/phrases? ● Recognizing evidence in text connects the theme of the passage. ● Reading to cite textual evidence is important to support what the text says as well as what is inferred. ● In order to produce clear and coherent writing that is appropriate to task and
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<p>passage.</p> <ul style="list-style-type: none"> • Reading to cite textual evidence is important to support what the text says as well as what is inferred. • In order to produce clear and coherent writing that is appropriate to task and purpose, one must read different details from an informational text and be able to compare and contrast this information. 	<p>purpose, one must read different details from an informational text and be able to compare and contrast this information.</p>
Common Misconceptions	Proper Conception
<p>Students often confuse the main idea with the theme of the story. Oftentimes they chose a main idea that is too broad or too narrow.</p> <p>Students often confuse cause and effect.</p> <p>Students cannot analyze a character’s point of view on a specific story event.</p>	<p>The main idea of a paragraph is the <i>point of the passage, minus all the details</i>. It’s the big picture - the Solar System vs. the planets.</p> <p>A theme is the central idea or ideas explored by a literary work.</p> <p>A cause-effect relationship is a relationship in which one event (the cause) makes another event happen (the effect).</p> <p>A theme is the central idea or ideas explored by a literary work.</p>
District/School Writing Tasks	
<p>Primary Focus</p> <p><i>District created writing prompts & rubrics to meet EOC goals & targets : Informational or Literary.</i></p>	<p>Secondary Focus</p> <ul style="list-style-type: none"> • <i>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</i> • <i>Draw on information from multiple print or digital sources,</i> <p>Routine Writing</p> <p><i>Daily writing or writing that is done several times over a week (journals), writing centers, UDLs.</i></p>

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demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

- *Determine the central idea of a text and provide a written summary*
- *Summarize informational text*

Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP4 Communicate clearly and effectively within reason.

CRP5 Consider the environmental, social and economic impacts of decisions.

CRP 6 Demonstrate creativity and innovation.

CRP7 Employ valid and reliable research strategies.

CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

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Social Studies: 6.1.D, 6.1.B

Instructional Strategies

Fairfield Township School recognizes the importance of the varying methodologies that may be successfully employed by teachers within the classroom and, as a result, identifies a wide variety of possible instructional strategies that may be used effectively to support student achievement. These may include, but not be limited to, strategies that fall into categories identified by the Framework for Teaching by Charlotte Danielson:

- Communicating with students
- Using questioning and discussion techniques
- Engaging students in learning
- Using assessment in instruction
- Demonstrating Flexibility and Responsiveness

Unit 4 Performance Tasks (Optional)

Task 1:

What authentic performance task(s) will students demonstrate desired understanding(s)?

Create a travel brochure using at least two sources find information and write 2 or more informational paragraphs about the topic including headings, illustrations and cite sources. Using this information, create a brochure using ReadWriteThink.org.

Rubric

3- Student independently creates a travel brochure, used at least 2 different sources, wrote 2 or more informational paragraphs

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included headings, illustrations and cited sources.

2-Students create a travel brochure with minimal assistance, used 1 source, wrote 1 informational paragraph, include one of the following: heading, illustrations or cited sources.

1-Students partially create the brochure, used 1 source, minimal paragraph structure.

0-Students fail to create brochure or brochure is off topic.

Task 2:

What authentic performance task(s) will students demonstrate desired understanding(s)?

Students will choose an owl from New Jersey to research. Students will use authentic resources from the library and the internet to complete research on the characteristics of the owl, life span, diet, range, conservation status, etc. Upon completion of research, students will create a multimedia presentation in PowerPoint. Student should cite sources correctly in a Works Cited/Bibliography page.

Rubric

3—Student independently completes a PowerPoint presentation with (6) or more slides, photographs and information written in their own words. A ‘works cited’ slide is included.

2—Student completes research and PowerPoint presentation with minimal assistance. PowerPoint presentation contains 4-5 slides with research in their own words. A ‘works cited’ slide is included.

1—Student presentation contains less than 4 slides with little research.

0—Student presentation is not complete or off topic.

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