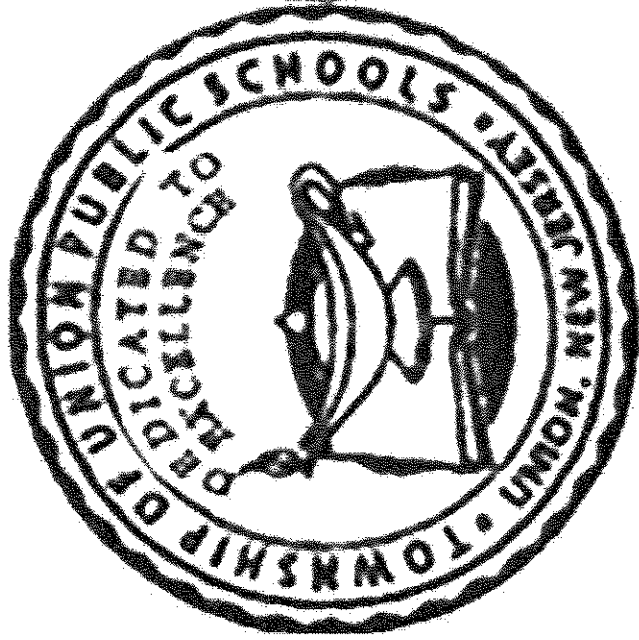


TOWNSHIP OF UNION PUBLIC SCHOOLS



Language Arts Grade 4

Units 1 & 2

Curriculum Guide

August 2017

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Pacing Guide

| Content | Number of Days |
|---------|----------------|
| Unit 1 | 45 |
| Unit 2 | 45 |

| Overview | Reading | Writing | Speaking and Listening | Language |
|---|--|--|--|--|
| Unit 1 | <p>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</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>Primary Focus Standards: W.4.1A,B,C,D W.4.4 W.4.5 W.4.6 W.4.7 W.4.10</p> <p>Writing Genre:</p> <ul style="list-style-type: none"> Opinion Writing Research Routine Writing | <p>Primary Focus Standards: SL.4.1A,B,C,D SL.4.6</p> <p>Task Types:</p> <ul style="list-style-type: none"> Small and whole group discussions | <p>Primary Focus Standards: L.4.1A,B L.4.2A,D L.4.4A,C L.4.6</p> <p>These standards are embedded within the writing process</p> |
| Unit 2 | <p>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 RI.4.9</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>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</p> <p>Writing Genre:</p> <ul style="list-style-type: none"> Research/Informative Routine Writing | <p>Primary Focus Standards: SL.4.1A,B,C,D SL.4.2 SL.4.3 SL.4.6</p> <p>Task Type:</p> <ul style="list-style-type: none"> Project-based presentations focusing on use of multimedia and visual displays | <p>Primary Focus Standards: L.4.1C,D L.4.2B,D L.4.3A,B,C L.4.4A,C L.4.6</p> <p>These standards are embedded within the writing process</p> |
| 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 | <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 | <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 | <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 |

| Overview | Reading | Writing | Speaking and Listening | Language |
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| | <ul style="list-style-type: none"> Fluency Packet | <ul style="list-style-type: none"> Writing Samples Graphic Organizers Vocabulary Context Clues Word Usage Grammar and Usage Spelling practice Various ELA Practices Word Relationships Grammar Practice More Grammar Practice | <ul style="list-style-type: none"> New Report | <ul style="list-style-type: none"> Critical Thinking Lesson Plans |

Unit 1 Grade 4

Unit 1 Reading Standards

Unit 1 Reading Critical Knowledge and Skills

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

| Unit 1 Grade 4 | |
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| <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>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> <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> | <p>RI.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>• Identify specific strategies for decoding words in texts</p> <p>• Apply the specific strategies for decoding and spelling multisyllabic words</p> <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 | |
| <p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>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.</p> <p>W.4.1.B. Provide reasons that are supported by facts from texts and/or other sources.</p> <p>W.4.1.C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>W.4.1.D. Provide a conclusion related to the opinion presented.</p> | <p>Unit 1 Writing Critical Knowledge and Skills</p> <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 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 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.4.4. 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> | <p>• Practice revising and editing skills</p> <p>• Change word choice and sentence structure in writing to strengthen the piece</p> |
| <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</p> | <p>• Practice revising and editing skills</p> <p>• Change word choice and sentence structure in writing to strengthen the piece</p> |

| Unit 1 Grade 4 | |
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| <p>demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p> | <ul style="list-style-type: none"> • 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) • 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.4.6. 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"> • 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.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</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>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"> • 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) |
| Unit 1 Speaking and Listening Standards | |
| <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"> • 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"> • 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) |
| Unit 1 Language Standards | |
| <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</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 |
| Unit 1 Language Critical Knowledge and Skills | |
| <ul style="list-style-type: none"> • Identify and define relative pronouns • Use appropriate relative pronouns and relative adverbs when writing or | |

| Unit 1 Grade 4 | |
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| <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 will be walking</i>) verb tenses.</p> <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> <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> <p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p> | <p>speaking</p> <ul style="list-style-type: none"> • Identify progressive verb tenses in sentences • Select the appropriate verb tense to use when writing or speaking <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 <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 <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 1 Grade 4 Township of Union Instructional Unit | |
| District/School Formative Assessment Plan | District/School Summative Assessment Plan |
| <ul style="list-style-type: none"> • Writing conferences • Graphic organizers • Peer editing and self-assessments • Think-Pair-Share • Exit tickets • Unit tests • Quizzes • Summaries/Reflections • Text dependent questions | <ul style="list-style-type: none"> • Edconnect • I-ready diagnostics • End of unit tests • Quarterly writing • Projects |

Unit 1 Grade 4

| District/School Texts | District/School Supplementary Resources | |
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| <ul style="list-style-type: none"> Treasures: <ul style="list-style-type: none"> <i>My Diary from Here to There</i> <i>The Adventures of Ali Baba Bernstein</i> <i>Kid Reporters at Work</i> <i>The Astronaut and the Onion</i> <i>Because of Winn Dixie</i> <i>My Brother Martin</i> <i>Mighty Jackie</i> Novel: <ul style="list-style-type: none"> <i>Tales of a Fourth Grade Nothing</i> | <ul style="list-style-type: none"> Storyworks Common Core Writing to Texts Grade Level Writing Guide Flocabulary Strategies for Writers Websites <ul style="list-style-type: none"> www.flocabulary.com www.storyworks.com www.readworks.org www.parconline.com www.flocabulary.com www.achievethecore.org www.corestandards.org www.spellingcity.com www.brainpop.com www.eduplace.com/graphicorganizer www.funbrain.com www.teacherspayteachers.com www.abcya.com www.edpuzzle.com | |
| District/School Writing Tasks | | |
| <p>Primary Focus</p> <p>Informative</p> <p>Examples:</p> <ul style="list-style-type: none"> - Tell about someone you admire and describe the qualities that you like about them. - What kind of job would you like to do? Describe the occupation and why you chose it. - Favorite character from book/story (character traits) - Favorite Season - Favorite Holiday | <p>Secondary Focus</p> <ul style="list-style-type: none"> • Writing to one text • Writing to multiple texts: see samples in Common Core Writing to Texts (Pages 50-119) • Storyworks paired texts | <p>Routine Writing</p> <ul style="list-style-type: none"> • RAPP writing method for extended constructed responses • Journal writing (including but not limited to word of the day, morning messages, quote of the week, etc.) • Everyday responses during class. |

Unit 1 Grade 4

Instructional Best Practices and Exemplars

-IDR Books

-Leveled Readers

-Mentor Texts:

- Trumpet of the Swan by E.B. White
- Stone Fox by John Reynolds
- Because of Winn Dixie by Kate DiCamillo
- Amazing Grace by Mary Hoffman
- The Relatives Came by Cynthia Rylant
- Tar Beach by Faith Ringgold
- The True Story of the Three Little Pigs by Jon Scieszka
- Chrysanthemum by Kevin Henkes
- A Chair for my Mother by Vera B. Williams
- Stand Tall, Molly Lou Melon by David Catrow
- The Brand New Kid by Kaite Couric
- How Many Days to America? A Thanksgiving Story by Eve Bunting

Unit 2 Grade 4

Unit 2 Reading Critical Knowledge and Skills

Unit 2 Reading Standards

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| <p>RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> | <p>RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> | <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 |
| <p>RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.</p> | <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> | <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 |
| | <p>RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> | <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 |

Unit 2 Grade 4

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| <p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> | <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 • Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc) |
| <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> | <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>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> | <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 |
| <p>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.</p> | <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 |
| <p>RI.4.8. Explain how an author uses 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.</p> | <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 |
| <p>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,</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 |

Unit 2 Grade 4

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| <p>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.</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 |
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| Unit 2 Writing Standards | |
| <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 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> | <p style="text-align: center;">Unit 2 Writing Critical Knowledge and Skills</p> <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 • Use transitional words and phrases • Select specific language and vocabulary to convey ideas and information • Provide a conclusion related to the information or explanation |

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| <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 |
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| <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) |
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| <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 |
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| <p>W.4.8. Recall relevant information from experiences or gather relevant</p> | <ul style="list-style-type: none"> • Research information from print and digital sources |
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| Unit 2 Grade 4 | |
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| <p>information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> | <ul style="list-style-type: none"> • 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 |
| Unit 2 Speaking and Listening Standards | |
| <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. 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</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) |
| <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 |
| Unit 2 Language Standards | |
| <p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.4.1.C. Use modal auxiliaries (e.g., <i>can</i>, <i>may</i>, <i>must</i>) to convey various conditions. L.4.1.D. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</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</p> | <ul style="list-style-type: none"> • Identify the format for marking direct speech and quotations |

| Unit 2 Grade 4 | |
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| <p>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> <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> <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> <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"> • Apply the rules for marking direct speech and quotations when writing • Spell grade-appropriate words correctly • Use references as needed to aid in spelling • 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 • 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 • 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 Township of Union Instructional Unit | |
| <p>District/School Formative Assessment Plan</p> <ul style="list-style-type: none"> • Writing conferences • Graphic organizers • Peer editing and self-assessments • Think-Pair-Share • Exit tickets • Unit tests • Quizzes • Summaries/Reflections • Text dependent questions | <p>District/School Summative Assessment Plan</p> <ul style="list-style-type: none"> • Edconnect • I-ready diagnostics • End of unit tests • Quarterly writing • Projects |

District/School Texts

- Treasures:
 - Making a Splash*
 - Wild Horses*
 - Mystic Horse*
 - When I Went to the Library*
 - Dear Mrs. LaRue*
 - Words Add Up to Success*
 - Ranita the Frog Princess*
 - Me and Uncle Romie*
- Novels:
 - No Talking*
 - Dear Mr. Henshaw*

District/School Supplementary Resources

- Storyworks
- Common Core Writing to Texts
- Grade Level Writing Guide
- Flocabulary
- Strategies for Writers
- Websites
 - www.flocabulary.com
 - www.storyworks.com
 - www.readworks.org
 - www.parcconline.com
 - www.flocabulary.com
 - www.achievethecore.org
 - www.corestandards.org
 - www.spellingcity.com
 - www.brainpop.com
 - www.eduplace.com/graphicorganizer
 - www.funbrain.com
 - www.teacherspayteachers.com
 - www.abeya.com
 - www.edpuzzle.com

District/School Writing Tasks

- Secondary Focus**
- Writing to one text
 - Writing to multiple texts: see samples in Common Core
 - Writing to Texts (Pages 50-119)
 - Storyworks paired texts

Primary Focus

- Opinion**
- Examples-
 - Should students have to wear uniforms to school?
 - Should students have homework during holiday breaks?
 - Should school cafeterias sell soda to students?
 - Should parents buy their 4th grade child a cellphone?

Routine Writing

- RAPP writing method for extended constructed responses
- Journal writing (including but not limited to word of the day, morning messages, quote of the week, etc.)
- Everyday responses during class.

-IDR Books

-Leveled Readers

-Mentor Texts:

- The Polar Express by Chris Van Allsburg
- Alexander and the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
- Various fairy tales
- Aesop's Fables
- Fly Away Home by Eve Bunting
- Bad Case of the Stripes by David Shannon
- Why Mosquitos Buzz in People's Ears by Scholastic Books Inc.
- Thunder Cake by Patricia Polacco
- Picture Day Perfection by Deborah Diesen
- The Cricket in Times Square by George Selden
- The Island of the Blue Dolphin by Scott O'Dell
- Dear Mrs. LaRue by Mark Teague