

Hillsborough Township Public Schools Grade 4

Essential Questions	Enduring Understandings	Anchor NJSLS	Standard Progress Indicator	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 st Century Connections
Building a Literacy Community 2 Weeks							
How do fiction readers establish a reading life?	Fiction readers establish a reading life by creating procedures and systems to find books they want to read.	NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.	<p>Taking responsibility for reading lots of within-reach books.</p> <p>Creating procedures and systems to find books they want to read.</p> <p>Using partners and learning progressions to lift the level of their work.</p> <p>Use reading strategies to understand difficult complex text (e.g. ask questions, make connections, take notes, inference, visualize, and re-read).</p>	<p>Formative-Individual teacher/student conference and notes.</p> <p>Summative-District Reading Inventory/Assessment</p>	<p>Social Studies-6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p> <p>6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling)</p>	<p>9.1.4.A.3 Determine when the use of technology is appropriate to solve problems.</p> <p>9.1.4.E.3 Distinguish how digital media are used by individuals, groups, and organizations for varying purposes.</p> <p>9.1.4.E.4 Explain why some uses of media are unethical.</p> <p>9.1.4.F.1 Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.</p>

							<p>9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.</p> <p>9.1.4.F.3 Explain the importance of understanding and following rules in family, classroom, and community settings.</p>
<p>How can I create and develop stories and characters that feel real?</p> <p>What's my purpose and how do I develop it?</p> <p>How can I draft and revise with an eye toward clarity?</p>	<p>Writers work to create and develop characters that feel real. Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates ideas to readers.</p>	<p>NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and description to develop experiences and events</p>	<p>Identify different narrative parts: exposition, rising action, climax, falling action and resolution. Write a story bit by bit by making characters talk; describing small, specific actions; or making the characters move or react physically to what is going on.</p> <p>Use characters and events to set story scene.</p>	<p>On-demand writing</p>		

			<p>or show the responses of characters to situations.</p> <p>C. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Sequence events logically.</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>			
<p>How do sounds and letters create words?</p> <p>When a word doesn't make sense, what can I do?</p>	<p>Word analysis and decoding skills are foundational for success as a reader.</p>	<p>(Not applicable to Foundational Skills)</p>	<p>RF.4.3</p> <p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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>Analyze word structure to decode unfamiliar multi-syllabic words.</p>	<p>Formative: Word Work/Spelling Inventory</p> <p>Summative: District Reading Inventory/Assessment</p>		
<p>What do good readers do?</p> <p>Why does fluency matter?</p>	<p>Fluent readers accurately process print with expression at an appropriate rate</p>	<p>(Not applicable to Foundational Skills)</p>	<p>RF.4.4</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding. b. Read grade-level prose and</p>	<p>Read fluently.</p>	<p>Summative: District Reading Inventory/Assessment</p>		

			poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.				
Why do the rules of language matter? Communicating clearly: What does it take?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments	Define and form progressive verbs and use them correctly. Identify and correctly use modal auxiliaries (verbs that convey mood or tense). Recognize that multiple adjectives describing the same noun should be placed in a particular order (e.g., article + size + shape + age + color; <i>the tiny, oval, red bead or an old black suitcase</i> . Identify common prepositions (e.g., of, to in, on, at) and properly form prepositional phrases. Recognize the difference between a complete sentence and a fragment and connect fragments when necessary. Recognize a run-on sentence and make	Summative: Edit/ Revision conference.		

			<p>and run-ons. g. Correctly use frequently confused words (e.g., to, too, two; there, their).</p>	<p>corrections.</p> <p>Recognize that some words sound alike or nearly alike but are spelled and used differently.</p> <p>Identify and correctly use commonly confused words.</p>			
<p>Why do the rules of language matter?</p> <p>Communicating clearly: What does it take?</p>	<p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p>	<p>NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Determine when to capitalize words (e.g., proper nouns, “I”, first word in a sentence).</p> <p>Punctuate dialogue correctly by using commas before/after speaker tags and placing quotation marks around direct speech (e.g., “I was walking,” Ellie said, “when Mia tripped me.”).</p> <p>Use quotation marks to indicate words that are taken directly from text.</p> <p>Identify a compound sentence and use a comma before the coordinating conjunction that connects the two sentences.</p> <p>Identify misspelled words and use</p>	<p>Summative: Edit/Revision conference.</p>		

				resources to assist in correct spelling.			
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Essential Questions	Enduring Understandings	Anchor NJSLS	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 st Century Connections
Unit I Reading and Writing a Narrative 6 Weeks							
How do fiction readers think deeply about characters? How do fiction readers build interpretations?	Fiction readers use various strategies to think deeply about a story's characters. Fiction readers locate evidence in a text thoughtfully to think deeply about characters. Fiction readers interpret stories by studying crucial scenes closely. Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it: cite specific textual evidence when writing or speaking to support conclusions drawn 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.	Use text evidence to support ideas. Define inference and use details and examples from text to reach conclusion. Find answers in text that are explicit versus inferential.	Formative-Individual teacher/student conference and notes. Summative-District Reading Inventory /Assessment	6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. 6.3.4.D.1 Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.	9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.
How do fiction readers think	Fiction readers use various strategies to	NJSLSA.R2 Determine central ideas or themes of	RL.4.2 Determine the key details to identify	Use text evidence to support ideas.	Formative-Individual teacher/student conference and notes.		

<p>deeply about characters?</p> <p>How do fiction readers build interpretations?</p>	<p>think deeply about a story's characters.</p> <p>Fiction readers locate evidence in a text thoughtfully to think deeply about characters.</p> <p>Fiction readers interpret stories by studying crucial scenes closely.</p> <p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text</p>	<p>a text and analyze their development: summarize the key supporting details and ideas.</p>	<p>themes in a story, drama, or poem and summarize the text.</p>	<p>Define theme, author's message and summary.</p>	<p>Summative-District Reading Inventory/ Assessment; Written summary.</p>		
<p>How do fiction readers think deeply about characters?</p> <p>How do fiction readers build interpretations?</p>	<p>Fiction readers use various strategies to think deeply about a story's characters.</p> <p>Fiction readers locate evidence in a text thoughtfully to think deeply</p>	<p>NJSLSA.R3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p>	<p>RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>	<p>Read to develop understanding of characters actions/motivations; desires/obstacles; complexity of characters.</p> <p>Use text evidence to support ideas.</p> <p>Locate sections of a text where characters, settings, or events are described.</p>	<p>Formative-Individual teacher/student conference and notes.</p> <p>Summative-District Reading Inventory /Assessment</p>		

	<p>about characters.</p> <p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>			<p>Use specific details from the text to describe characters, settings, or events.</p>			
<p>How do fiction readers think deeply about characters?</p> <p>How do fiction readers build interpretations?</p>	<p>Fiction readers use various strategies to think deeply about a story's characters.</p> <p>Fiction readers locate evidence in a text thoughtfully to think deeply about characters.</p> <p>Fiction readers interpret stories by studying crucial scenes closely.</p> <p>Analyzing texts for structure, purpose, and viewpoint allows an effective</p>	<p>NJSLSA.R4</p> <p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>RL.4.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p>	<p>Read intensely for deeper meaning.</p> <p>Notice author's craft through repeated details and precise language (evidence).</p> <p>Support interpretations of text with evidence.</p> <p>Use strategies to determine meaning of words (context, roots, affixes)</p>	<p>Formative-Individual teacher/student conference and notes.</p> <p>Summative-District Reading Inventory /Assessment</p>		

	reader to gain insight and strengthen understanding.						
How do fiction readers build interpretations?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	NJSLSA.45 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	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.	Notice author’s craft through repeated details and precise language (evidence). Support interpretations of text with evidence.	Formative-Individual teacher/student conference and notes. Summative-District Reading Inventory /Assessment		
How do fiction readers establish a reading life? How do fiction readers build interpretations?	Fiction readers establish a reading life by creating procedures and systems to find books they want to read.	NJSLSA.410 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.	Taking responsibility for reading lots of within-reach books. Creating procedures and systems to find books they want to read. Using partners and learning progressions to lift the level of their work mood/feelings). Use reading strategies to understand difficult complex text (e.g. ask questions, make connections, take notes, inference, visualize, and re-read).	Formative-Individual teacher/student conference and notes. Summative-District Reading Inventory/ Assessment		9.1.4.A.3 Determine when the use of technology is appropriate to solve problems. 9.1.4.E.3 Distinguish how digital media are used by individuals, groups, and organizations for varying purposes. 9.1.4.E.4 Explain why some uses of media are unethical. 9.1.4.F.1 Explain the meaning of productivity and accountability,

							<p>and describe situations in which productivity and accountability are important in the home, school, and community.</p> <p>9.1.4.F.2 Establish and follow performance goals to guide progress in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities.</p> <p>9.1.4.F.3 Explain the importance of understanding and following rules in family, classroom, and community settings.</p>
<p>How can I create and develop stories and characters that feel real?</p> <p>How can I draft and revise with an eye toward clarity?</p>	<p>Writers work to create and develop characters that feel real.</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly</p>	<p>NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>Identify different narrative parts: exposition, rising action, climax, falling action, and resolution.</p> <p>Write a story bit by bit by making characters talk; describing small, specific actions; or making the characters move or react physically to what is going on.</p> <p>Use characters and events to set story scene.</p>	<p>Formative: Individual teacher/student conference and notes.</p> <p>Summative: Final published process piece.</p>		

	communicates ideas to readers.		<p>b. Use dialogue and description to develop experiences and events or show the response of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Sequence events logically.</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>			
<p>How can I draft and revise with an eye toward clarity?</p> <p>How can I keep my audience in mind when preparing my writing to be published?</p> <p>How can I write with independence?</p>	<p>Writers draft and revise with eye toward clarity..</p> <p>Writers keep their audiences in mind when preparing to publish their writing.</p> <p>Writers always work toward independence.</p>	NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	<p>Sequence events logically.</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>Formative: Individual teacher/student conference and notes.</p> <p>Summative: Final published process piece.</p>		
How can I draft and revise with an eye toward clarity?	Writers draft and revise with an eye toward clarity.	NJSLSA.W5 Develop and strengthen writing as needed by planning,	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as	<p>Use clarity to fully elaborate ideas.</p> <p>Use craft moves from mentor authors.</p>	<p>Formative: Individual teacher/student conference and notes.</p> <p>Summative: Final</p>		

How can I write with independence?	Writers keep their audiences in mind when preparing to publish their writing. Writers always work toward independence.	revising, editing, rewriting, or trying a new approach.	needed by planning.	Write an ending that resolves the problem and/or concludes the writing. Reread writing with one particular question or concern in mind.	published process piece.		
How do writers gather information from multiple sources? Where do writers get ideas?	Writers read to gather information to support their writing. Writers reflect on their own lives for inspiration.	NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	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.	Recall information from experiences or gather information from digital and print sources about a topic. Take notes about a topic. Sort information from notes into categories. Prepare a list of sources used during research.	Formative: Individual teacher/student conference and notes. Summative: Final published process piece.		
How can I draft and revise with an eye toward clarity? How can I keep my audience in mind when preparing my writing to be published? How can I write with	Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.	NJSLSA.W10 Write routinely over extended time frames (time for research, reflections, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	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.	Write for long or short periods of time depending on task. Choose structure to fit task, purpose and/or audience. Write for a variety of reasons (e.g. to inform, to describe, to persuade, to entertain/share an experience).	Formative: Individual teacher/student conference and notes. Summative: Final published process piece.		

independence?							
<p>What makes collaboration meaningful?</p> <p>How can we make meaning from a variety of sources?</p>	<p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p> <p>Identify points being made by a speaker.</p> <p>Determine reasons and evidence speaker uses to support his/her point.</p>	<p>NJSLSA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other's ideas and expressing their own clearly and persuasively.</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 grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>D. Review the key ideas expressed and explain their own ideas and understanding in the light of the discussion.</p>	<p>Paraphrase and identify information, ask relevant questions.</p> <p>Identify points being made by a speaker.</p> <p>Determine reasons and evidence speaker uses to support his/her point.</p>	Formative: Teacher observation		
When a word doesn't make sense, what can I do?	Effective readers and writers use knowledge of	NJSLSA.L1 Demonstrate command of the conventions of	L.4.1 Demonstrate command of the conventions of standard English	Correctly use synonyms and antonyms to improve writing.	Summative: Revision conference.		

How do I use what I know to figure out what I don't know?	the structure and context of language to acquire, clarify, and appropriately use vocabulary.	standard English grammar and usage when writing or speaking.	<p>grammar and usage when writing or speaking.</p> <p>A. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</p> <p>B. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</p> <p>C. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>D. Order adjectives within sentences according to conventional patterns(e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>E. Form and use prepositional phrases.</p> <p>F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>G. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p>				
<p>Why do the rules of language matter?</p> <p>Communicating clearly: What</p>	Effective communication of ideas when speaking or writing relies on the appropriate	NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and	L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>Determine when to capitalize words (e.g., proper nouns, "I", first word in a sentence).</p> <p>Punctuate dialogue correctly by using commas</p>	Summative: Edit/ Revision conference.		

does it take?	use of the conventions of language.	spelling when writing.	A. Use correct capitalization. B. Use commas and quotation marks to mark direct speech and quotations from a text. C. Use a comma before a coordinating conjunction in a compound sentence. D. Spell grade-appropriate words correctly, consulting references as needed.	before/after speaker tags and placing quotation marks around direct speech (e.g., “I was walking,” Ellie said, “when Mia tripped me.”). Use quotation marks to indicate words that are taken directly from text. Identify a compound sentence and use a comma before the coordinating conjunction that connects the two sentences. Identify misspelled words and use resources to assist in correct spelling.			
How does situation affect meaning? How does author’s choice impact an audience?	Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.	NJSLSA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.4.3 Use knowledge of language and its conventions when writing, speaking, reading or listening. A. Choose words and phrases to convey ideas precisely. B. Choose punctuation for effect. C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	Choose words and phrases carefully to make sure ideas are clearly presented to the reader. Use punctuation to create various effects and add interest. Identify situations where formal English is needed and situations where informal English is appropriate.	Formative: Teacher observation		
How does situation affect	Effective communicatio	NJSLSA.L5 Demonstrate	L.4.5 Demonstrate	Choose words and phrases carefully to make sure	Formative: Teacher observation		

<p>meaning?</p> <p>How does author's choice impact an audience?</p>	<p>n of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p>	<p>understanding of word relationships and nuances in word meanings.</p>	<p>understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>ideas are clearly presented to the reader.</p>			
<p>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't know?</p>	<p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>NJSLSA.L6</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>L.4.6</p> <p>Acquire and use accurately grade-appropriate general and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<p>Use appropriate domain-specific and grade appropriate academic words/phrases that signal precise actions, emotions, states of being that relate to topic. (See Tier One, Two and Three words of Appendix A of Common Core Standards.)</p>	<p>Summative: Edit/Revision conference.</p>		

Essential Questions	Enduring Understandings	Anchor NJSLS	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 st Century Connections
Unit II Expository Nonfiction/ Persuasive Writing 6 Weeks							
How do nonfiction readers learn from informational text?	<p>Nonfiction readers note text structures to help them determine the information that is most important.</p> <p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn 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.	<p>Activate prior knowledge (skim and scan) before reading.</p> <p>Make connections to the text (e.g., text-to-text, text-to-self, text-to-world, text-to-text)</p> <p>Make inferences from direct quotes to reach logical conclusions. (“based on what I’ve read, it’s most likely true that…”).</p> <p>Define inference and use details and examples from text to reach conclusion.</p> <p>Find answers in text that are explicit versus inferential.</p>	<p>Formative-Individual teacher/student conference and notes.</p> <p>Summative-District Reading Inventory/Assessment</p>	<p>6.1.4.A.8 Compare and contrast how government functions at the community, county, state, and national levels, the services provided, and the impact of policy decisions made at each level.</p> <p>6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.</p> <p>8.1.5.A.1 Select and use the appropriate digital tools and resources</p>	<p>9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.</p> <p>9.1.4.A.2 Evaluate available resources that can assist in solving problems.</p> <p>9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process.</p>

						<p>to accomplish a variety of tasks including solving problems.</p> <p>4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. (E.g., hurricanes and tornadoes)</p>	
How do nonfiction readers learn from informational text?	<p>Nonfiction readers note text structures to help them determine the information that is most important.</p> <p>Nonfiction readers create summaries of their readings.</p> <p>Effective readers use a</p>	NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<p>Define term main idea.</p> <p>Determine main idea of a text.</p> <p>Identify key details & explain how they support the main idea.</p> <p>Define term summary.</p> <p>Write a summary stating the key points.</p>	<p>Formative-Individual teacher/student conference and notes.</p> <p>Summative-Written summary.</p>		

	variety of strategies to make sense of key ideas and details presented in text.						
How do nonfiction readers learn from informational text?	Nonfiction readers tackle vocabulary through reading, note-taking, and conversing. Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area.	Identify general academic words or phrases in a text. Identify domain specific words or phrases in a text. Use various strategies to determine the meaning of general academic and domain-specific words and phrases in a text. Locate and use resources to assist in determining the meaning of unknown words and phrases.	Formative-Teacher observation. Summative-District reading assessments.		
How do nonfiction readers learn from informational text? How do readers compare and contrast different accounts of the same topic?	Nonfiction readers compare and contrast multiple texts on the same topic in order to research with more agency and power.	NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.	RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Identify first person and third person points of view. Determine narrator's or speaker's point of view. Compare & contrast points of view in different stories.	Formative-Teacher observation. Summative-Venn Diagram		
How do	Nonfiction	NJSLSA.R7	RI.4.7	Recognize authors use	Formative-Teacher		

nonfiction readers learn from informational text?	readers note text structures to help them determine the information that is most important. Effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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.	various formats when presenting information. Identify information presented in formats other than words. (e.g., graphs, pictures, diagrams, charts, media clips) Explain how various formats help a reader understand text.	observation. Summative-District reading assessments		
How do nonfiction readers learn from informational text?	Effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	Use evidence when responding to the text.	Formative-Teacher observation. Summative-Written response with text evidence.		
How do nonfiction readers learn from informational text?	Effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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.	Locate information from two texts on same subject. Determine which pieces of information best support my topic. Integrate information from two texts to show knowledge of topic when writing and speaking.	Formative-Teacher observation. Summative-written response with rubric		

How do nonfiction readers learn from informational text?	Nonfiction readers note text structures to help them determine the information that is most important. Nonfiction readers create summaries of their readings.	NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	RI.4.10 By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	Closely read complex grade level texts. Reread a text to find more information or clarify ideas. Use reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) to help me understand difficult complex text.	Formative-Teacher observation. Teacher conferences		
How can I organize my writing so that it is clear to readers? How can I use an essay structure to share my opinions with others?	Writers can use a structure to craft essays. Writers can express their opinions through personal and persuasive essays. Writers collect evidence to support their reasons. Writers organize their work so that it is most convincing.	NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. B. Provide reasons that are supported by facts from texts and/or other sources. C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). D. Provide a conclusion related to the opinion presented.	Communicate a thesis statement and reasons for the thesis statement. Elaborate on thesis statements with supporting evidence. Provide a logical conclusion based on the thesis.	Formative: Individual teacher/student conference and notes. Summative: On demand / Final published process piece.		
How can I organize my writing so that it is clear to readers?	Writing should be purposely focused, detailed, organized, and sequenced in a	NJSLSA.W2 Write informative/ explanatory texts to examine and	W.4.2 Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly	Select topic and gather information (e.g. facts, definitions, details, quotes, examples) to share with audience.	Formative: Individual teacher/student conference and notes.		

How can I use an essay structure to share my ideas with others?	<p>way that clearly communicates ideas to readers.</p> <p>Writers can use a structure to craft essays.</p> <p>Writers collect evidence to support their reasons.</p>	convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	<p>and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a conclusion related to the information or explanation presented.</p>	<p>Define common formatting structures and determine best structure that will allow me to organize information.</p> <p>Introduce and organize topic into paragraphs and sections that group related information.</p> <p>Use formatting structures to clarify topic.</p> <p>Link information using words or phrases (e.g., another, for example, also, because).</p> <p>Explain topic using precise language and domain specific vocabulary.</p> <p>Provide a concluding statement that relates information.</p>	Summative: Final published process piece.		
How can I create and develop stories and characters that feel real? How can I draft and revise with an eye toward clarity?	<p>Writers work to create and develop characters that feel real. Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates</p>	NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event	<p>W.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>Identify different narrative parts: exposition, rising action, climax, falling action, and resolution.</p> <p>Write a story bit by bit by making characters talk; describing small, specific actions; or making the characters move or react physically to what is</p>	<p>Formative: Individual teacher/student conference and notes.</p> <p>Summative: Final published process piece.</p>		

	ideas to readers.	sequences.	B. Use dialogue and description to develop experiences and events or show the responses of character to situations. C. Use a variety of transitional words and phrases to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events.	going on. Use characters and events to set story scene. Sequence events logically. Use concrete words and phrases and sensory details to convey experiences and events precisely.			
How can I draft and revise with an eye toward clarity? How can I keep my audience in mind when preparing my writing to be published? How can I write with independence ?	Writers draft and revise with eye toward clarity. Writers keep their audiences in mind when preparing to publish their writing. Writers always work toward independence.	NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	Sequence events logically. Use concrete words and phrases and sensory details to convey experiences and events precisely.	Formative: Individual teacher/student conference and notes. Summative: Final published process piece.		
How can I draft and revise with an eye toward clarity? How can I write with	Writers draft and revise with an eye toward clarity. Writers keep their audiences in mind when	NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing,	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Use clarity to fully elaborate ideas. Use craft moves from mentor authors. Write an ending that resolves the problem	Formative: Individual teacher/student conference and notes. Summative: Final published process		

independence ?	preparing to publish their writing. Writers always work toward independence.	rewriting, or trying a new approach.		and/or concludes the writing. Reread writing with one particular question or concern in mind.	piece.		
How do writers use technology to gather information and/or produce coherent writing?	Writers use technology wisely when gathering information. Writers use technology to produce written work.	NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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.	Identify technology, choose credible websites on the Internet, collaborate with peers, teachers and others to produce, edit and publish writing. Use proper keyboarding skills (type a minimum of one page in a single sitting) to compose and prepare my writing for publication.	Formative: Individual teacher/student conference and notes. Summative: Final published process piece.		
How do writers gather and present information?	Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.	W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Define research and explain how research is different from other types of writing. Focus research around a question/topic provided or determine own research worthy question. Gather a variety of information about research topics.	Formative: Individual teacher/student conference and notes. Summative: Final published process piece.		

<p>How do writers gather information from multiple sources?</p> <p>Where do writers get ideas?</p>	<p>Writers read to gather information to support their writing.</p> <p>Writers reflect on their own lives for inspiration.</p>	<p>NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<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>	<p>Recall information from experiences or gather information from digital and print sources about a topic.</p> <p>Take notes about a topic.</p> <p>Sort information from notes into categories.</p> <p>Prepare a list of sources used during research.</p>	<p>Formative: Individual teacher/student conference and notes.</p> <p>Summative: Final published process piece.</p>		
<p>How can I draft and revise with an eye toward clarity?</p> <p>How can I keep my audience in mind when preparing my writing to be published?</p> <p>How can I write with independence ?</p>	<p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p>	<p>NJSLSA.W10 Write routinely over extended time frames (time for research, reflections, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>W.4.10 Write routinely over extended time frames (time for research, reflections,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>	<p>Write for long or short periods of time depending on task.</p> <p>Choose structure to fit task, purpose and/or audience.</p> <p>Write for a variety of reasons (e.g. to inform, to describe, to persuade, to entertain/share an experience).</p>	<p>Formative: Individual teacher/student conference and notes.</p> <p>Summative: Final published process piece.</p>		
<p>What makes collaboration meaningful?</p> <p>How do we make meaning from a variety of</p>	<p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse</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 grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p>	<p>Paraphrase and identify information, ask relevant questions.</p> <p>Identify points being made by a speaker.</p> <p>Determine reasons and evidence speaker uses</p>	<p>Formative: Teacher observation</p>		

sources?	Identify points being made by a speaker. Determine reasons and evidence speaker uses to support his/her point.	partners, building on others' ideas and expressing their own clearly and persuasively.	SL.4.1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	to support his/her point.			
When a word doesn't make sense, what can I do? How do I use what I know to figure out what I don't know?	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). B. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. C. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. D. Order adjectives within sentences according to conventional patterns(e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). E. Form and use prepositional phrases. F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. G. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).	Correctly use synonyms and antonyms to improve writing.	Summative: Edit/Revision conference.		

<p>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't know?</p>	<p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</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., wildlife, conservation, and endangered when discussing animal preservation).</p>	<p>Use appropriate domain-specific and grade appropriate academic words/phrases that signal precise actions, emotions, states of being that relate to topic. (See Tier One, Two and Three words of Appendix A of Common Core Standards.)</p>	<p>Summative: Edit/Revision conference.</p>		
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Essential Questions	Enduring Understandings	Anchor NJSLS	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 st Century Connections
Unit III Historical Fiction I / Point of View Writing 6 Weeks							
How do fiction readers think deeply about characters?	Fiction readers use various strategies to think deeply about a story's characters.	NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Read to develop understanding of characters actions/motivations; desires/obstacles; complexity of characters.	Formative-Individual teacher/student conference and notes.		9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.
How do fiction readers build interpretations?	Fiction readers locate evidence in a text thoughtfully to think deeply about characters. Effective readers use a variety of strategies to make sense of key ideas and details presented in text.			Use text evidence to support ideas. Locate sections of a text where characters, settings, or events are described. Use specific details from the text to describe characters, settings, or events.	Summative-District Reading Inventory /Assessment		
How do readers make meaning?	Effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.	Recognize visual or oral presentations based on a text. Identify where a text gives specific description that a visual or oral presentation uses. Determine similarities and differences between a written text and its visual or oral representation.	Formative-Individual teacher/student conference and notes. Summative-District Reading Inventory /Assessment		
How do nonfiction readers learn from informational text?	Nonfiction readers note text structures to help them determine the information that is most	NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and	RI.4.1 Refer to details and examples in a text and make relevant connection when explaining what the text says explicitly and when drawing inferences	Activate prior knowledge (skim and scan) before reading. Make connections to the text (e.g., text-to-text,	Formative-Teacher observation. Summative-District reading assessments	6.1.4. D.4 Explain how key events led to the creation of the United States and the	

	<p>important.</p> <p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	<p>relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>from the text.</p>	<p>text-to-self, text-to-world, text-to-text)</p> <p>Make inferences from direct quotes to reach logical conclusion. (“based on what I’ve read, it’s most likely true that…”).</p> <p>Define inference and use details and examples from text to reach conclusion.</p> <p>Find answers in text that are explicit versus inferential.</p>		<p>state of New Jersey.</p> <p>6.1.4. D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.</p> <p>6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the</p>	
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						<p>continuation and improvement of American democracy.</p> <p>6.1.4.C.16 Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.</p> <p>6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people</p>	
How do nonfiction readers learn from informational text?	<p>Nonfiction readers note text structures to help them determine the information that is most important.</p> <p>Nonfiction readers create summaries of their readings.</p>	<p>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>Define term main idea.</p> <p>Determine main idea of a text.</p> <p>Identify key details & explain how they support the main idea.</p> <p>Define term summary.</p> <p>Write a summary stating</p>	<p>Formative-Teacher observation.</p> <p>Summative-District reading assessments</p>		

	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.			the key points.			
How do nonfiction readers learn from informational text?	Nonfiction readers use text information to explain ideas.	NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of the text.	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Use nonfiction texts to explain events, procedures, ideas, or concepts.	Formative-Individual teacher/student conference and notes. Summative-District reading assessments		
How do nonfiction readers learn from informational text?	Nonfiction readers tackle vocabulary through reading, note-taking, and conversing. Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	Identify general academic words or phrases in a text. Identify domain specific words or phrases in a text. Use various strategies to determine the meaning of general academic and domain-specific words and phrases in a text. Locate and use resources to assist in determining the meaning of unknown words and phrases.	Formative-Teacher observation. Summative-District reading assessments		
How do nonfiction readers learn from informational text?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and	NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of	RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part	Identify and explain different structures used in informational text. Determine the overall structures found in an informational text.	Formative-Teacher observation. Summative-District reading assessment		

	strengthen understanding.	the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole.	of a text.	Describe how events, ideas, concepts, or information are structured in a text.			
How do nonfiction readers learn from informational text? How do readers compare and contrast different accounts of the same topic?	Nonfiction readers compare and contrast multiple texts on the same topic in order to research with more agency and power.	NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.	RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Identify first person and third person points of view. Determine narrator's or speaker's point of view. Compare & contrast points of view in different stories.	Formative-Teacher observation. Summative-District reading assessment		
How do nonfiction readers learn from informational text?	Nonfiction readers note text structures to help them determine the information that is most important. Effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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.	Recognize that authors use various formats when presenting information. Identify information presented in formats, other than words. Explain how various formats help a reader understand the text.	Formative-Teacher observation. Summative-District reading assessment		
How do nonfiction readers learn from informational text?	Effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	Locate the reasons and evidence used to support particular points in a text. Explain how the reasons and evidence support the	Formative-Teacher observation. Summative-District reading assessment		

		validity of the reasoning as well as the relevance and sufficiency of the evidence.		particular points in a text.			
How do nonfiction readers learn from informational text?	Effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	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.	Locate information from two texts on the same topic. Determine which pieces of information best support the topic. Integrate information from two texts to display knowledge of the topic when writing or speaking.	Formative-Teacher observation. Summative-written response with rubric		
How do nonfiction readers learn from informational text?	Nonfiction readers note text structures to help them determine the information that is most important. Nonfiction readers create summaries of their readings.	NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding.	RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	Closely read complex grade level texts. Reread a text to find more information or clarify ideas. Use reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) to help me understand difficult complex text.	Formative-Individual teacher/student conference and notes. Summative-District reading assessment		
How can I organize my writing so that it is clear to readers? How can I use an essay structure to	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates ideas to readers. Writers can use a	NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and	W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and	Select topic and gather information (e.g. facts, definitions, details, quotes, examples) to share with audience. Define common formatting structures and determine best structure that will allow me to organize	Formative: Individual teacher/student conference and notes. Summative: Final published process piece.		

share my ideas with others?	<p>structure to craft essays.</p> <p>Writers collect evidence to support their reasons.</p>	analysis of content.	<p>multimedia when useful to aiding comprehension. B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic. C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a conclusion related to the information or explanation presented.</p>	<p>information.</p> <p>Introduce and organize topic into paragraphs and sections that group related information.</p> <p>Use formatting structures to clarify topic.</p> <p>Link information using words or phrases (e.g., another, for example, also, because).</p> <p>Explain topic using precise language and domain specific vocabulary.</p> <p>Provide a concluding statement that relates information.</p>			
<p>How can I draft and revise with an eye toward clarity?</p> <p>How can I keep my audience in mind when preparing my writing to be published?</p> <p>How can I write with independence?</p>	<p>Writers draft and revise with eye toward clarity.</p> <p>Writers keep their audiences in mind when preparing to publish their writing.</p> <p>Writers always work toward independence.</p>	<p>NJSLSA.W4</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>W.4.4</p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>Sequence events logically.</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>Formative: Individual teacher/student conference and notes.</p> <p>Summative: Final published process piece.</p>		

<p>How can I draft and revise with an eye toward clarity?</p> <p>How can I write with independence?</p>	<p>Writers draft and revise with an eye toward clarity.</p> <p>Writers keep their audiences in mind when preparing to publish their writing.</p> <p>Writers always work toward independence.</p>	<p>NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>Use clarity to fully elaborate ideas.</p> <p>Use craft moves from mentor authors.</p> <p>Write an ending that resolves the problem and/or concludes the writing.</p> <p>Reread writing with one particular question or concern in mind.</p>	<p>Formative: Individual teacher/student conference and notes.</p> <p>Summative: Final published process piece.</p>		
<p>How do writers gather and present information?</p>	<p>Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.</p>	<p>NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>Define research and explain how research is different from other types of writing.</p> <p>Focus research around a question/topic provided or determine own research worthy question.</p> <p>Gather a variety of information about research topic.</p>	<p>Formative: Individual teacher/student conference and notes.</p> <p>Summative: Final published process piece.</p>		
<p>How do writers gather information from multiple sources?</p> <p>Where do writers get ideas?</p>	<p>Writers read to gather information to support their writing.</p> <p>Writers reflect on their own lives for inspiration.</p>	<p>NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<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>	<p>Recall information from experiences or gather information from digital and print sources about a topic.</p> <p>Take notes about a topic.</p> <p>Sort information from notes into categories.</p> <p>Prepare a list of sources</p>	<p>Formative: Individual teacher/student conference and notes.</p> <p>Summative: Final published process piece.</p>		

				used during research.			
<p>How do writers gather information from multiple sources?</p> <p>Where do writers get ideas?</p>	Writers cite textual evidence that supports analysis, reflection, and/or research.	NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	<p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”)</p> <p>B. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>Define textual evidence.</p> <p>Determine textual evidence that supports analysis, reflection, and/or research.</p> <p>Compose written responses and include textual evidence to strengthen analysis, reflection, and/or research.</p>	<p>Formative: Individual teacher/student conference and notes.</p> <p>Summative: Final published process piece.</p>		
<p>How can I draft and revise with an eye toward clarity?</p> <p>How can I keep my audience in mind when preparing my writing to be published?</p> <p>How can I write with independence?</p>	Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.	NJSLSA.W10 Write routinely over extended time frames (time for research, reflections, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<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 disciplines, specific tasks, purposes, and audiences.</p>	<p>Write for long or short periods of time depending on task.</p> <p>Choose structure to fit task, purpose and/or audience.</p> <p>Write for a variety of reasons (e.g. to inform, to describe, to persuade, to entertain/share an experience).</p>	<p>Formative: Individual teacher/student conference and notes.</p> <p>Summative: Final published process piece.</p>		

<p>What makes collaboration meaningful?</p> <p>How do we make meaning from a variety of sources?</p>	<p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p> <p>Identify points being made by a speaker.</p> <p>Determine reasons and evidence speaker uses to support his/her point.</p>	<p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</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 grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>D. Review the key ideas expressed and explain their own ideas and understanding in the light of the discussion.</p>	<p>Paraphrase and identify information, ask relevant questions.</p> <p>Identify points being made by a speaker.</p> <p>Determine reasons and evidence speaker uses to support his/her point.</p>	<p>Formative: Teacher observation.</p>		
<p>What makes a presentation "great"?</p> <p>"What I say" versus "how I say it", does it really matter?</p>	<p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p>	<p>NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<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>	<p>Determine a logical order for presenting topic, text, story or experience.</p> <p>Present topic, text, story or experience with facts and relevant descriptive details that support the main idea or theme.</p> <p>Report information by speaking clearly and at an appropriate pace.</p>	<p>Formative: Teacher observation</p>		

Essential Questions	Enduring Understandings	Anchor NJSLS	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 st Century Connections
Unit IV Historical Fiction II / Literary Essay 6 Weeks							
<p>How do fiction readers think deeply about characters?</p> <p>How do fiction readers build interpretations?</p>	<p>Fiction readers use various strategies to think deeply about a story's characters.</p> <p>Fiction readers locate evidence in a text thoughtfully to think deeply about characters.</p> <p>Fiction readers interpret stories by studying crucial scenes closely.</p> <p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	<p>NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>RL.4.1 Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>Use text evidence to support ideas.</p> <p>Define inference and use details and examples from text to reach conclusion. Find answers in text that are explicit versus inferential.</p>	<p>Formative-Individual teacher/student conference and notes.</p> <p>Summative-District Reading Inventory /Assessment</p>	<p>6.1.4.D.15 Explain how various cultural groups have dealt with conflict between maintaining traditional beliefs and practices and adopting new beliefs and practice.</p>	<p>9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.</p>
<p>How do fiction readers think deeply about characters?</p>	<p>Fiction readers use various strategies to think deeply about a story's</p>	<p>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development;</p>	<p>RL.4.2 Determine a theme of a story, drama or poem from details in the text; summarize the text.</p>	<p>Use text evidence to support ideas.</p> <p>Define theme, author's message and summary.</p>	<p>Formative-Individual teacher/student conference and notes.</p>		

How do fiction readers build interpretations?	<p>characters.</p> <p>Fiction readers locate evidence in a text thoughtfully to think deeply about characters.</p> <p>Fiction readers interpret stories by studying crucial scenes closely.</p> <p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	summarize the key supporting details and ideas.			Summative-District Reading Inventory/Assessment; written summary		
<p>How do fiction readers think deeply about characters?</p> <p>How do fiction readers build interpretations?</p>	<p>Fiction readers use various strategies to think deeply about a story's characters.</p> <p>Fiction readers locate evidence in a text thoughtfully to think deeply about characters.</p>	NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<p>Read to develop understanding of characters actions/motivations; desires/obstacles; complexity of characters.</p> <p>Use text evidence to support ideas.</p> <p>Locate sections of a text where characters, settings, or events are described.</p> <p>Use specific details from</p>	<p>Formative-Individual teacher/student conference and notes.</p> <p>Summative: Story Map</p>	6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.	9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.

	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.			the text to describe characters, settings, or events.			
How do readers compare and contrast different accounts of the same topic?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	NJSLA.R6 Assess how point of view or purpose shapes the content and style of 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 narratives.	Identify first person and third person points of view. Determine narrator's or speaker's point of view. Compare & contrast points of view in different stories.	Formative-Individual teacher/student conference and notes. Summative-District Reading Inventory /Assessment		
How do readers compare and contrast different accounts of the same topic?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	NJSLA.4.9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.4.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background known genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Identify first person and third person points of view Determine narrator's or speaker's point of view. Compare & contrast points of view in different stories.	Formative-Individual teacher/student conference and notes. Summative-District Reading Inventory /Assessment		
How do fiction readers establish a reading life?	Fiction readers establish a reading life by creating procedures and systems to find books they	NJSLA.R10 Read and comprehend complex literary and informational texts independently and proficiently	RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.	Taking responsibility for reading lots of within-reach books Creating procedures and systems to find books they want to read.	Formative-Individual teacher/student conference and notes. Summative-Distri		

	want to read.	with scaffolding as needed.		Using partners and learning progressions to lift the level of their work. Use reading strategies to understand difficult complex text (e.g. ask questions, make connections, take notes, inference, visualize, and re-read).	et Reading Inventory /Assessment		
How do nonfiction readers learn from informational text?	Nonfiction readers use text information to explain ideas.	NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of the text.	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Use nonfiction texts to explain events, procedures, ideas, or concepts.	Formative-Individual teacher/student conference and notes.		
How do nonfiction readers learn from informational text? How do readers compare and contrast different accounts of the same topic?	Nonfiction readers compare and contrast multiple texts on the same topic in order to research with more agency and power.	NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.	RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Identify first person and third person points of view. Determine narrator's or speaker's point of view. Compare & contrast points of view in different stories.	Formative-Individual teacher/student conference and notes. Summative: Comparison diagram (column or Venn diagram).	6.1.4.D.18 Explain how an individual's beliefs, values, and traditions may reflect more than one culture.	
How do nonfiction readers learn from informational text?	Nonfiction readers note text structures to help them determine the information that is most important. Nonfiction	NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently.	RI.4.10 By the end of the year, read and comprehend literature, including stories, dramas and poems at grade level text complexity or above, with scaffolding as needed.	Closely read complex grade level texts. Reread a text to find more information or clarify ideas. Use reading strategies (e.g., ask questions, make connections, take notes,	Formative-Individual teacher/student conference and notes. Summative: District Reading Inventory Assessments		

	readers create summaries of their readings.			make inferences, visualize, re-read) to help me understand difficult complex text.			
How can I organize my writing so that it is clear to readers? How can I use an essay structure to share my opinions with others?	Writers can use a structure to craft essays. Writers can express their opinions through personal and persuasive essays. Writers collect evidence to support their reasons. Writers organize their work so that it is most convincing.	NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts from texts and/or other sources. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition. d. Provide a conclusion related to the opinion presented.	Communicate a thesis statement and reasons for the thesis statement. Elaborate on thesis statement with supporting evidence. Provide a logical conclusion based on the thesis.	Formative: Individual teacher/student conference and notes. Summative: Final published process piece.		
How can I create and develop stories and characters that feel real? How can I draft and revise with an eye toward believability?	Writers work to create and develop characters that feel real. Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates	NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.4.3 Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. A.. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and description to develop	Identify different narrative parts: exposition, rising action, climax, falling action, and resolution. Write a story bit by bit by making characters talk; describing small, specific actions; or making the characters move or react physically to what is going on. Use characters and events to set story scene.	Formative: Individual teacher/student conference and notes. Summative: Final published process piece.		

	<p>ideas to readers.</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates ideas to readers.</p>		<p>experiences and events or show the responses of characters to situations.</p> <p>C. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p>	<p>Sequence events logically.</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>			
<p>How can I draft and revise with an eye toward clarity?</p> <p>How can I keep my audience in mind when preparing my writing to be published?</p> <p>How can I write with independence?</p>	<p>Writers draft and revise with eye toward clarity.</p> <p>Writers keep their audiences in mind when preparing to publish their writing.</p> <p>Writers always work toward independence.</p>	NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	<p>Sequence events logically.</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>Formative: Individual teacher/student conference and notes.</p> <p>Summative: Final published process piece.</p>		
<p>How can I draft and revise with an eye toward clarity?</p> <p>How can I write with independence?</p>	<p>Writers draft and revise with an eye toward clarity.</p> <p>Writers keep their audiences in mind when preparing to publish their writing.</p>	NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	<p>Use clarity to fully elaborate ideas.</p> <p>Use craft moves from mentor authors.</p> <p>Write an ending that resolves the problem and/or concludes the writing.</p>	<p>Formative: Individual teacher/student conference and notes.</p> <p>Summative: Final published process piece.</p>		

	Writers always work toward independence.			Reread writing with one particular question or concern in mind.			
How do writers gather information from multiple sources? Where do writers get ideas?	Writers read to gather information to support their writing. Writers reflect on their own lives for inspiration.	NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	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.	Recall information from experiences or gather information from digital and print sources about a topic. Take notes about a topic. Sort information from notes into categories. Prepare a list of sources used during research.	Formative: Individual teacher/student conference and notes. Summative: Final published process piece.		
How do writers gather information from multiple sources? Where do writers get ideas?	Writers cite textual evidence that supports analysis, reflection, and/or research.	NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”) B. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	Define textual evidence. Determine textual evidence that supports analysis, reflection, and/or research. Compose written responses and include textual evidence to strengthen analysis, reflection, and/or research.	Formative: Individual teacher/student conference and notes. Summative: Final published process piece.		
How can I draft and revise with an eye toward believability?	Effective writers use a variety of formats to communicate	NJSLSA.W10 Write routinely over extended time frames (time for research,	W.4.10 Write routinely over extended time frames (time for research, reflections, metacognition/self	Write for long or short periods of time depending on task. Choose structure to fit	Formative: Individual teacher/student conference and notes.		

<p>How can I keep my audience in mind when preparing my writing to be published?</p> <p>How can I write with independence?</p>	<p>ideas appropriate for the audience, task, and time frame.</p>	<p>reflections, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>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>	<p>task, purpose and/or audience.</p> <p>Write for a variety of reasons (e.g. to inform, to describe, to persuade, to entertain/share an experience).</p>	<p>Summative: Final published process piece.</p>		
<p>What makes collaboration meaningful?</p> <p>Making meaning from a variety of sources: what will help?</p>	<p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</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 grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p>		<p>Formative: Teacher observation</p>		
<p>What makes a presentation "great"?</p> <p>"What I say" versus "how I say it", does it really matter?</p>	<p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p>	<p>NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	<p>Identify situations where formal English is needed and where information English is appropriate.</p> <p>Determine speaking tasks or situations that will require formal structure.</p>	<p>Formative: Teacher observation</p>		

<p>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't know?</p>	<p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). B. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. C. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. D. Order adjectives within sentences according to conventional patterns(e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). E. Form and use prepositional phrases. F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. G. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p>	<p>Determine meaning using context clues.</p> <p>Recognize and define common Greek and Latin affixes and roots.</p> <p>Break down unknown into units of meaning to determine definition.</p> <p>Utilize reference materials (e.g., dictionaries, glossaries, thesauruses).</p>	<p>Summative: Edit/Revision conference.</p>		
<p>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't know?</p>	<p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately</p>	<p>NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the</p>	<p>L.4.6 Acquire and use accurately grade-appropriate general 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</p>	<p>Use appropriate domain-specific and grade appropriate academic words/phrases that signal precise actions, emotions, states of being that relate to topic. (See Tier One, Two and Three words of Appendix A of Common Core Standards.)</p>	<p>Summative: Edit/Revision conference.</p>		

	use. vocabulary.	college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	(e.g., wildlife, conservation, and endangered when discussing animal preservation).				
How do letters and sounds combine to make words? How do readers use knowledge of phonics when reading text?	Proficient readers use knowledge of phonics, morphology and multisyllabic words to make meaning of text.	Not applicable to foundational skills.	RF.4.3 Know and apply grade-level phonics and word analysis in decoding and encoding words. A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes to read unfamiliar multisyllabic words in context and out of context.	Apply knowledge of phonics and letter-sound correspondence to decode and encode words.	Formative: Individual teacher/student conference and notes.		
Why is fluency important?	Proficient readers read with sufficient fluency and accuracy to make meaning of text.	Not applicable to foundational skills	RF.4.4 Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expressions. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Read fluently. Make meaning of text.	Formative: Individual teacher/student conference and notes.		

Essential Questions	Enduring Understandings	Anchor NJSLS	Standard	Learning Targets	Assessment Formative and Summative	Interdisciplinary Connections	21 st Century Connections
Unit V Reading and Writing Traditional Literature- Tall Tales 6 Weeks							
How do readers compare and contrast different accounts of the same topic?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	NJSLA.R6 Assess how point of view or purpose shapes the content and style of 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.	Identify first person and third person points of view Determine narrator's or speaker's point of view. Compare & contrast points of view in different stories.	Formative-Individual teacher/student conference and notes. Summative-District Reading Inventory /Assessment	6.1.4. D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives. 6.1.4. D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.	9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking. 9.1.4.D.3 Demonstrate an awareness of one's own culture and other cultures during interactions within and outside of the classroom.
How do readers make meaning?	Effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	NJSLA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.	Recognize visual or oral presentations based on a text. Identify where a text gives specific description that a visual or oral presentation uses. Determine similarities and differences between a written text and its visual	Formative-Individual teacher/student conference and notes. Summative: Compare and contrast written tall tale with visual/oral		

				or oral representation.	presentation of same tall tale.		
How do readers compare and contrast different accounts of the same topic?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	NJSLSA.49 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.4.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background known genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Identify first person and third person points of view Determine narrator's or speaker's point of view. Compare & contrast points of view in different stories.	Formative-Individual teacher/student conference and notes. Summative-District Reading Inventory /Assessment		
How can I draft and revise with an eye toward clarity? How can I write with independence?	Writers draft and revise with an eye toward clarity. Writers keep their audiences in mind when preparing to publish their writing. Writers always work toward independence.	NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	Use clarity to fully elaborate ideas. Use craft moves from mentor authors. Write an ending that resolves the problem and/or concludes the writing. Reread writing with one particular question or concern in mind.	Formative: Individual teacher/student conference and notes. Summative: Final published process piece (Tall Tale).	6.1.4.D.12 Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage. 6.1.4.D.14 Trace how the American identity evolved over time.	

<p>How do writers gather information from multiple sources?</p> <p>Where do writers get ideas?</p>	Writers cite textual evidence that supports analysis, reflection, and/or research.	NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	<p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”)</p> <p>B. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p>Define textual evidence.</p> <p>Determine textual evidence that supports analysis, reflection, and/or research.</p> <p>Compose written responses and include textual evidence to strengthen analysis, reflection, and/or research.</p>	<p>Formative: Individual teacher/student conference and notes.</p> <p>Summative: Final published process piece.</p>		
<p>How can I draft and revise with an eye toward clarity?</p> <p>How can I keep my audience in mind when preparing my writing to be published?</p> <p>How can I write with independence?</p>	Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.	NJSLSA.W10 Write routinely over extended time frames (time for research, reflections, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<p>W.4.10 Write routinely over extended time frames (time for research, reflections, 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>	<p>Write for long or short periods of time depending on task.</p> <p>Choose structure to fit task, purpose and/or audience.</p> <p>Write for a variety of reasons (e.g. to inform, to describe, to persuade, to entertain/share an experience).</p>	<p>Formative: Individual teacher/student conference and notes.</p> <p>Summative: Final published process piece.</p>		
What makes a presentation “great”?	Presentation of knowledge and ideas is enhanced	NJSLSA.SL4 Present information,	SL.4.4 Report on a topic or text, tell a story, or recount an	Determine a logical order for presenting topic, text, story or experience.	Formative: Teacher observation		

<p>“What I say” versus “how I say it”, does it really matter?</p>	<p>through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p>	<p>findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>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>	<p>Present topic, text, story or experience with facts and relevant descriptive details that support the main idea or theme.</p> <p>Report information by speaking clearly and at an appropriate pace.</p>			
<p>What makes a presentation “great”?</p> <p>“What I say” versus “how I say it”, does it really matter?</p>	<p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p>	<p>NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	<p>Identify situations where formal English is needed and where information English is appropriate.</p> <p>Determine speaking tasks or situations that will require formal structure.</p>	<p>Formative: Teacher observation</p>		
<p>How does situation affect meaning?</p> <p>How does author’s choice impact an audience?</p>	<p>Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.</p>	<p>NJSLSA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. b. Choose punctuation for effect. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is</p>	<p>Choose words and phrases carefully to make sure ideas are clearly presented to the reader.</p> <p>Use punctuation to create various effects and add interest.</p> <p>Identify situations where formal English is needed and situations where informal English is appropriate.</p>	<p>Formative: Teacher observation</p>		

			appropriate (e.g., small-group discussions).				
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