

## Pine Hill Public Schools Curriculum

Content Area:		Language Arts Literacy	
Course Title/ Grade Level:		Grade 4	
Unit 1:	<b>Facing Challenges</b>	Duration:	<b>5 Weeks</b>
Unit 2:	<b>Getting the Job Done</b>	Duration:	<b>7 Weeks</b>
Unit 3:	<b>Natural Changes</b>	Duration:	<b>7 Weeks</b>
Unit 4:	<b>Imagination at Work</b>	Duration:	<b>5 Weeks</b>
Unit 5:	<b>A New Home</b>	Duration:	<b>5 Weeks</b>
Unit 6:	<b>Exploring Our World</b>	Duration:	<b>5 Weeks</b>
Other:	<b>*Standards Checklist</b>		
BOE Approval Date:		August 28, 2012	

**Pine Hill Public Schools**  
**Language Arts Literacy Curriculum**

<b>Unit Title:</b> Facing Challenges			<b>Unit #: Theme 1</b>	
<b>Course or Grade Level:</b> LAL – Grade 4			<b>Length of Time:</b> 5 Weeks	
<b>Reading Pacing</b>	<b>Week of / Lesson</b>	<b>Focus Skills</b>	<b>Genre</b>	<b>Comments/additional materials</b>
	9-10	Benchmark testing/ Running Records		
	9-17 / Lesson 1	Character Traits & Motivations	Realistic Fiction	
	9-24 / Lesson 2	Character Traits & Motivations	Biography	
	10-1 / Lesson 3	Compare and Contrast	Narrative Poetry	Use story as part of a poetry unit for entire week
	10-9 / Lesson 4	Compare and Contrast	Historical Fiction	<ul style="list-style-type: none"> <li>• Add immigration Chapter 10 The New Jersey Adventure possibly with guest speaker to teach</li> <li>• Read story from lesson 22 aloud</li> </ul>
	10-15 Theme test	Review above	Realistic Fiction	Elimination weekly story
<b>Writing Pacing</b>	Week of 9-10 thru Week of 10/15		Unit 1: Launching/Raising the Quality of Narrative	
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is personal narrative?</li> <li>• What are character’s traits and motivations?</li> <li>• How do a character’s traits or motivations affect personal narrative?</li> <li>• What are examples of personal narrative used to tell a story?</li> <li>• How did the use of personal narrative influence you?</li> </ul>			
<b>Reading Content</b>	<p><b><u>Comprehension</u></b> Character’s Traits and Motivations (RL. 4.3) * Describe character traits in depth Compare and Contrast (RL 4.6)</p> <p><b><u>Spelling/Phonics</u></b> (L.4.2.d, R.F.4.3.a) Words with Short Vowels and Vowel Digraphs Words with Long Vowels and Vowel Digraphs Words with Variant Vowels and Diphthongs Words with inflections –ed &amp;-ing</p> <p><b><u>Grammar</u></b> Declarative and Interrogative Sentences (L.4.1.F; L.4.2.A) Imperative and Exclamatory Sentences (L.4.1.F; L.4.2.A) Sentences: Interjections (L 4.3.A; L.4.3.B) Complete and Simple Subjects and Predicates (L.4.1.F)</p>			
<b>Reading Skills</b>	<b>Students will be able to:</b> <b><u>Comprehension</u></b>			

	<ul style="list-style-type: none"> <li>• Analyze character’s traits and motivations within a story</li> <li>• Make inferences regarding a character’s traits, motivations, and actions</li> <li>• Use strategies to monitor reading comprehension</li> <li>• Use story structure to identify key events</li> <li>• Build word meaning relevant to theme and various subject areas</li> <li>• Identify types of question-answer relationships</li> <li>• Use strategies for answering questions</li> <li>• Recognize comparison and contrast in text</li> <li>• Compare and contrast character, events, and places</li> <li>• Recognize the features of various types of poems</li> <li>• Read a variety of literary text</li> <li>• Form ideas about a literary text and support those ideas with specific details from the text</li> </ul> <p><b><u>Spelling/Phonics</u></b> Correctly spell words with:</p> <ul style="list-style-type: none"> <li>• Short vowels and vowel diagraphs</li> <li>• Long vowels and vowel diagraphs</li> <li>• Variant vowels and vowel diphthongs</li> <li>• Inflected endings –ed and –ing</li> </ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• Identify sentence fragments and use complete sentences</li> <li>• Identify and use declarative and interrogative sentences with correct capitalization and end marks</li> <li>• Use imperative and exclamatory sentences</li> <li>• Identify interjections</li> <li>• Identify subjects and predicates</li> <li>• Avoid using sentence fragments in speaking and writing</li> <li>• Identify complete and simple subjects and predicates</li> <li>• Avoid using sentence fragments in speaking and writing</li> </ul>
<p><b>Writing Content</b></p>	<p><b>Launching the Writing Workshop and Personal Narrative</b></p>
<p><b>Writing Skills</b></p>	<p><b>Student will:</b></p> <ul style="list-style-type: none"> <li>• understand and follow writing workshop routines and norms</li> <li>• understand the role of the Writer’s Notebook &amp; use it effectively</li> <li>• study mentor texts in partnerships and identify the qualities of strong narrative writing that these stories demonstrate</li> <li>• generate ideas for writing based on events in students’ lives (for example: thinking of first times, last times, or times they realized something important)</li> <li>• use lists as a means of generating story ideas</li> <li>• write with purpose and audience in mind</li> <li>• participate in a teacher/student writing conference</li> <li>• story-tell and plan through use of a timeline, a blank book, and sticky notes, and the “story mountain”</li> <li>• tell a story bib-by-bit through visualization</li> </ul>

	<ul style="list-style-type: none"> <li>• develop the “heart” of your story, the Big Idea: What Am I Trying to Say?</li> <li>• tell the story from inside it, add the “internal story” that reveal characters’ thoughts and feelings</li> <li>• study and create leads using mentor texts</li> <li>• write an entire draft with stamina &amp; endurance</li> <li>• show; not tell characters’ feelings</li> <li>• use similes and metaphors</li> <li>• craft effective story endings</li> <li>• edit with a checklist that now includes spelling as a criteria</li> <li>• edit with a peer</li> <li>• offer compliments to fellow authors</li> <li>• share his/her writing with the world; read with fluency &amp; expression</li> </ul> <p>Form: Character Description  Trait: Voice  Form: Descriptive Paragraph  Trait: Voice  Form: Narrative Poem  Trait: Word Choice</p>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Tests, Benchmark Test, Theme Test, Writing Samples</li> </ul>
<b>Interventions / differentiated instruction</b>	<p>Below level:</p> <ul style="list-style-type: none"> <li>• Link parts of story to real life situations</li> <li>• Paraphrase poems and stories</li> <li>• Complete graphic organizers</li> <li>• Use on level literature to teach weekly skills</li> <li>• Use activities from Strategic Intervention Kit</li> <li>• Act out stories</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>• Incorporate higher level questioning for stories</li> <li>• Incorporate higher level literature</li> <li>• Use activities from Challenge Resource Kit</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Link Lesson 3 to immigration (Social Studies)</li> <li>• Link Lesson 2 to differences of opinions about woman’s role in society during different time periods (Social Studies)</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• <b>Launching Unit &amp; Raising the Quality of our Writing</b> (Units of Study-Beth Asbury-13 Lessons including On-Demand and Celebration-October)</li> <li>• <i>Launching the Writing Workshop</i> ,Units of Study for Teaching Writing Grades 3-5 by Lucy Calkins,</li> <li>• 6+1 Traits</li> <li>• <i>Time for Kids</i></li> </ul>
<b>Common Core State Standards</b>	
<b>Grade: 4</b>	
<b>Strand: Reading: Literature</b>	

Category: <b>Key Ideas and Details</b>	<b>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).</b>
Category: <b>Craft and Structure</b>	<b>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.</b>
Category: <b>Range of Reading and Complexity of Text</b>	<b>RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>
<b>Strand: Reading: Informational Text</b>	
Category: <b>Key Ideas and Details</b>	RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Category: <b>Craft and Structure</b>	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.
Category: <b>Range of Reading and Complexity of Text</b>	RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>Strand: Reading: Foundational Skills</b>	
Category: <b>Phonics and Word Recognition</b>	<b>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.</b> a. <b>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.</b>
Category: Fluency	RF.4.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>Strand: Language</b>	
Category: <b>Conventions of Standard English</b>	L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses. c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. Form and use prepositional phrases. <b>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</b> g. Correctly use frequently confused words (e.g., to, too, two; there, their).*
	L.4.2. <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b> a. <b>Use correct capitalization.</b> 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. <b>d. Spell grade-appropriate words correctly, consulting references as needed.</b>

<p>Category: <b>Knowledge of Language</b></p>	<p><b>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b></p> <ul style="list-style-type: none"> <li>a. <b>Choose words and phrases to convey ideas precisely.*</b></li> <li>b. <b>Choose punctuation for effect.*</b></li> <li>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).</li> </ul>
<p>Category: <b>Vocabulary Acquisition and Use</b></p>	<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</li> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>
	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</li> </ul>
	<p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>
<p><b>Strand: Writing</b></p>	
<p>Category: <b>Text Types and Purposes</b></p>	<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>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.</li> <li>b. Provide reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words and phrases (e.g., <i>for instance</i>, <i>in order to</i>, <i>in addition</i>).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ul>
	<p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>). Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>d. Provide a concluding statement or section related to the information or explanation presented.</li> </ul>

	<p><b>W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b></p> <ol style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ol>
<b>Category: Production and Distribution of Writing</b>	W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
	W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
	W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
<b>Category: Research to Build and Present Knowledge</b>	W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
	W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
	W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ol style="list-style-type: none"> <li>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].”).</li> <li>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”).</li> </ol>
<b>Category: Range of Writing</b>	W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>Career and College Readiness Anchor Standards:</b>	

**Pine Hill Public Schools**  
**Language Arts Literacy Curriculum**

**Unit Title:** Getting the Job Done **Unit #: Theme 2**

**Course or Grade Level:** LAL – Grade 4 **Length of Time:** 7 weeks

Reading Pacing	Week of / Lesson	Focus Skill	Genre	Comments/additional materials
	10-22/ Lesson 6	Plot: Conflict & Resolution	Historical Fiction	
	10-29 / Lesson 7	Plot: Conflict & Resolution	Realistic Fiction	
	11-5 / Lesson 7 (continued)	Author’s Purpose & Perspective	Play	
	11-12 / Lesson 8	Author’s Purpose & Perspective	Play	
	11-19 / Lesson 8 (continued)	Author’s Purpose & Perspective	Play	
	11/26 / Lesson 9	Author’s Purpose & Perspective	Expository Non-fiction	
	12/3 / Lesson 10	Plot: Conflict & Resolution Author’s Purpose & Perspective	Informational Narrative	Story must be done to fulfill requirements of RI.4.8

**Writing Pacing**      Week of 10-22 thru Week of 12/3      Feature Article

**Essential Questions**

- What is compare and contrast?
- How does compare and contrast affect story structure?
- What is journal entry?
- How does journal entry differ from other forms of personal narrative?
- How might journal entry be useful to individuals or organizations?

**Reading Content**

**Comprehension**  
 Plot: Conflict & Resolution (RL.4.3)  
 Author’s Purpose and Perspective(RI.4.8)

**Phonics/Spelling** (L.4.2.d, R.F.4.3.a)  
 Words with Consonant *-le*  
 Words with VCCV, Same Medial Consonants  
 Words with VCCV, Different Medial Consonants  
 Words with VCCV

**Grammar**  
 Compound Subjects and Predicates (L.4.1.F; L.4.2.A)  
 Simple and Compound Sentences (L.4.2.C)  
 Prepositional Phrases (L.4.1.E)  
 Clauses and Phrases; Complex Sentences (L.4.1.f)

**Reading Skills**      **Students will be able to:**

**Comprehension**

- Understand that fiction stories are organized around a plot
- Identify how conflicts are resolved in a story
- Recognize the distinguishing features of historical fiction, realistic fiction, a play, and expository non-fiction

	<ul style="list-style-type: none"> <li>• Review that characters have traits and motives for behaving the way they do</li> <li>• Analyze character’s traits and motivations</li> <li>• Analyze the plot of a fiction story</li> <li>• Understand how conflicts are resolved in a fiction story</li> <li>• Use strategies appropriate to the reading situation</li> <li>• Reread in order to clarify information</li> <li>• Understand that a work of realistic fiction can have a message that applies to real life</li> <li>• Use knowledge of prefixes, suffixes, and roots to determine the meanings of unfamiliar words</li> <li>• Identify and discuss an author’s purpose and perspective for writing</li> <li>• Use text clues to determine an author’s perspective</li> <li>• Use appropriate strategies for reading for different purposes</li> <li>• Use summarize strategy for understanding text</li> <li>• Understand literary terms related to plays</li> <li>• Understand how to use electronic resources available for research</li> <li>• Use text feature to aid comprehension</li> <li>• Recognize that a work of realistic fiction can be presented in different forms</li> <li>• Read aloud a work of realistic fiction as a Reader’s Theatre</li> <li>• Build word meaning relevant to theme and various subject areas</li> </ul> <p><b><u>Spelling/Phonics</u></b> Correctly spell words with:</p> <ul style="list-style-type: none"> <li>• the /ə/ sounds</li> <li>• VCCV syllable pattern</li> <li>• VCCCV word pattern</li> </ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• Correctly identify and use compound subjects and predicates in writing and speaking</li> <li>• Identify and use simple and compound sentences in speaking and writing</li> <li>• Use conjunctions to connect ideas</li> <li>• Identify and correctly use prepositions and prepositional phrases in writing and speaking</li> <li>• Correctly identify and use independent clauses, dependent clauses, and phrases</li> <li>• Correctly write complex sentences</li> </ul>
<b>Writing Content</b>	<b>Feature Article</b>
<b>Writing Skills</b>	<p><b>Skills, Student will:</b></p> <ul style="list-style-type: none"> <li>• recognize the characteristics of feature articles and instill them into their own pieces</li> <li>• consider unusual and interesting aspects of topics to include in feature articles</li> <li>• understand and practice the research process associated with feature article writing</li> <li>• use a series of questions to focus their topic to research</li> <li>• craft an unusual or interesting approach or angle to their topic (surprise your reader)</li> <li>• learn three different text structures for feature article writing: Categorical by Parts; Chronological-Time Order; and, Question/Answer</li> <li>• determine which text structure best matches their topic and information they wish to share</li> <li>• add powerful details (quotes, statistics, further explanation) to maintain readers’ interest</li> </ul>

	<ul style="list-style-type: none"> <li>• compose clear topic sentences in each paragraph to guide readers</li> <li>• clarify the difference between topic and supporting sentences</li> <li>• vary sentence length to keep the writing fresh and interesting</li> <li>• use an editing checklist</li> <li>• use punctuation to create strong voice]</li> <li>• select a piece to bring to publication</li> <li>• compose a title that captures the reader’s attention</li> <li>• participate in a celebration by sharing own article and by actively listening and responding to classmates’ feature articles</li> </ul>					
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Tests, Benchmark Test, Theme Test, Writing Samples</li> </ul>					
<b>Interventions / differentiated instruction</b>	<p>Below level:</p> <ul style="list-style-type: none"> <li>• Link parts of story to real life situations</li> <li>• Paraphrase poems and stories</li> <li>• Complete graphic organizers</li> <li>• Use on level literature to teach weekly skills</li> <li>• Use activities from Strategic Intervention Kit</li> <li>• Act out story</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>• Incorporate higher level questioning for stories</li> <li>• Incorporate higher level literature</li> </ul> <p>Use activities from Challenge Resource Kit</p>					
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Link lesson 6 to immigration</li> <li>• Link lesson 7 to math skills calculating cattle feed</li> <li>• Link lesson 8 to science and message of conservation</li> <li>• Link lesson 9 to social studies with Native American traditions</li> <li>• Link lesson 10 to science for comparing adaptive characteristics of sea turtles with the land turtles</li> </ul>					
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• <b>Feature Article</b> , Units of Study-Beth Asbury-10 Lessons including On-Demand and Celebration</li> <li>• 6+1 Traits</li> <li>• <i>Time for Kids</i></li> </ul>					
<b>Common Core State Standards</b>						
<b>Grade: 4</b>						
<b>Strand:</b>						
<b>Category:</b>	<table border="1"> <tr><td>RL.4.3</td></tr> <tr><td>RI.4.8</td></tr> <tr><td>RF.4.3.a</td></tr> <tr><td>L.4.1 (e,f), L.4.2 (a,c,d)</td></tr> <tr><td>W.4.3 (a, b, c, d, e)</td></tr> </table>	RL.4.3	RI.4.8	RF.4.3.a	L.4.1 (e,f), L.4.2 (a,c,d)	W.4.3 (a, b, c, d, e)
RL.4.3						
RI.4.8						
RF.4.3.a						
L.4.1 (e,f), L.4.2 (a,c,d)						
W.4.3 (a, b, c, d, e)						
<b>Career and College Readiness Anchor Standards:</b>						

**Pine Hill Public Schools**  
**Language Arts Literacy Curriculum**

**Unit Title:** Natural Changes

**Unit #: Theme 3**

**Course or Grade Level:** LAL – Grade 4

**Length of Time:** 7 Weeks

<b>Reading Pacing</b>	<b>Week of / Lesson #</b>	<b>Focus Skill</b>	<b>Genre</b>	<b>Comments/additional materials</b>
	12/10 Lesson 11	Cause and Effect	Expository Non-fiction	
	12/17 Lesson 11	Cause and Effect	Expository Non-fiction	
	1/2/ Lesson 12	Draw Conclusions	Expository Non-fiction	Add dictionary skills <ul style="list-style-type: none"> <li>• pronunciation key</li> <li>• use online dictionaries, glossaries, and thesauruses</li> </ul>
	1/7 / Lesson 12 (cont.)	Draw Conclusions	Expository Non-fiction	
	1/14 / Lesson 13	Draw Conclusions	Realistic Fiction	
	1/22 Lesson 14	Draw Conclusions	Fantasy	
	1/28 Benchmark Readers' Theater	Cause and Effect Draw Conclusions	Readers' Theater	No Theme Test – Give Benchmark and running records for at-risk students
<b>Writing Pacing</b>	TBD			
<b>Essential Questions</b>	What is plot conflict and resolution? How does conflict and resolution affect the reader? What is the author's purpose? How is the author's purpose different than the author's perspective? Why is it important to know the author's purpose and perspective?			
<b>Reading Content</b>	<p><b><u>Comprehension</u></b>                      Draw Conclusions (RL.4.1; RI.4.1)                      Text Structure: Cause and Effect (RI.4.5; RI.4.3)</p> <p><b><u>Spelling</u></b> (L.4.2.d, R.F.4.3.a)                      Words with VCV                      Words with Prefixes <i>re-</i>, <i>un-</i>, <i>non-</i>                      Words with Suffixes,                      Words with Ending <i>/an/</i>                      Open and Closed syllable patterns                      Unaccented Syllables: Schwa + n                      Structural Analysis: <i>-able</i>, <i>-ible</i>, <i>-ness</i>, <i>-ment</i>, <i>-less</i></p> <p><b><u>Grammar</u></b>                      Proper Nouns L.4.2.A                      * Focus on capitalization (my mom vs. Mom)</p>			

	<p>Singular and Plural Nouns (L.4.1) Possessive Nouns (L.4.1) Pronouns and Antecedents (L.4.1.A) <b>*Must include relative pronouns</b></p> <p><b><u>Other Skills</u></b> <b>Dictionary Skills (L.4.4.C)</b></p>
<b>Reading Skills</b>	<p><b>Students will be able to:</b></p> <p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"><li>• Recognize the distinguishing features of expository text</li><li>• Use appropriate strategies for reading for different purposes</li><li>• Use graphic organizers to understand text</li><li>• Recognize that authors use different text structures to organize ideas</li><li>• Recognize cause and effect as one kind of text structure</li><li>• Understand the organization of print and electronic reference sources</li><li>• Locate information in reference text by using organizational features</li><li>• Understand the information in expository text</li><li>• Build word meaning relevant to theme and various subject areas</li><li>• Represent text information in a graphic organizer</li><li>• Understand cause and effect text structure in expository non-fiction</li><li>• Draw conclusions about story information and elements</li><li>• Support conclusions with text evidence and experience</li><li>• Read ahead to clarify information or unfamiliar words</li><li>• Understand major events in realistic fiction</li><li>• Use story clues and real-life experiences to predict outcomes</li></ul> <p><b><u>Spelling/Phonics</u></b> Correctly spell words with:</p> <ul style="list-style-type: none"><li>• VCV pattern</li><li>• Prefixes re-, un-, non-</li><li>• Suffixes –able, -ible, -ness, -ment, and –less</li><li>• the /ən/ sound</li></ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"><li>• Identify proper nouns</li><li>• Write proper nouns using correct capitalization</li><li>• Write abbreviations in proper nouns with correct capitalization and punctuation</li><li>• Use singular and plural nouns correctly in writing and speaking</li><li>• Identify and use plural possessive nouns in writing and speaking</li><li>• Correctly identify and use pronouns and antecedents in writing and speaking</li><li>• Identify and use relative pronouns</li></ul>

<b>Writing Content</b>	<b>Persuasive Essay</b>
<b>Writing Skills</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• select a topic that lends itself to persuasive writing</li> <li>• generate lists as a method for topic selection: Things that bother me in the world; Finding an audience to persuade; Reading notebook entries for “hidden” persuasion</li> <li>• write a persuasive lead</li> <li>• develop strong opinions</li> <li>• write a call to action: What do you want your reader to believe?</li> <li>• use repetition to persuade</li> <li>• use storytelling as a persuasive technique</li> <li>• write short, declarative sentences to persuade</li> <li>• use transitional words and phrases to connect sentences and paragraphs</li> <li>• write a conclusion that re-states the thesis</li> <li>• select one piece from a series of notebook entries to revise and bring to publication</li> <li>• share his/her writing with the world; read with fluency &amp; expression</li> </ul>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Tests, Benchmark Test, Theme Test, Writing Samples</li> </ul>
<b>Interventions / differentiated instruction</b>	<p>Below level:</p> <ul style="list-style-type: none"> <li>• Link parts of story to real life situations</li> <li>• Paraphrase poems and stories</li> <li>• Complete graphic organizers</li> <li>• Use on level literature to teach weekly skills</li> <li>• Use activities from Strategic Intervention Kit</li> <li>• Act out story</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>• Incorporate higher level questioning for stories</li> <li>• Incorporate higher level literature</li> </ul> <p>Use activities from Challenge Resource Kit</p>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Link lesson 11 to science and the adaptations animals need to use to survive</li> <li>• Link lesson 12 to science with geologic terms and land changing events</li> <li>• Link lesson 13 to science with ever changing geological conditions</li> <li>•</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Persuasive Essay Unit</li> </ul>

**Common Core State Standards**

**Grade: 4**

**Strand:**

**Category:**

RL.4.1

RI.4.1, RI.4.3, RI.4.5

RF.4.3.a

L.4.1.a, L.4.2 (a,d), L.4.4.c

	W.4.2 (a, b, c, and d)
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<b>Career and College Readiness Anchor Standards:</b>
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**Pine Hill Public Schools**  
**Language Arts Literacy Curriculum**

<b>Unit Title:</b> Imagination at Work			<b>Unit #: Theme 4</b>	
<b>Course or Grade Level:</b> LAL – Grade 4			<b>Length of Time:</b>	
<b>Date Created:</b> July 2012			<b>BOE Approval Date:</b>	
<b>Reading Pacing</b>	<b>Week of / Lesson #</b>	<b>Focus Skill</b>	<b>Genre</b>	<b>Comments/additional materials</b>
	2/4 -Lesson 16	Fact and Opinion	Narrative Non-fiction	Add in Underground Railroad (eg. Harriett Tubman autobiography vs. stories written about her) to fulfill requirements of RI.4.6
	2/11 -Lesson 17	Fact and Opinion	Autobiographies	<ul style="list-style-type: none"> <li>• Continue URR</li> <li>• Eliminate weekly story</li> </ul>
	2/18-Lesson 17 (con't.)	Fact and Opinion	Autobiographies	<ul style="list-style-type: none"> <li>• Continue URR</li> <li>• Eliminate weekly story</li> </ul>
	2/25-Lesson 18	Theme	Fairy Tale	Continue URR
	3/4 -Lesson 19	Theme	Folk Tale	<ul style="list-style-type: none"> <li>• Add in Mythology</li> <li>• Eliminate story, but keep paired selection (<i>Hard Cheese</i>)</li> </ul>
	3/12/Lesson 20 Review & Theme Test	Fact and Opinion Theme	Mystery	<ul style="list-style-type: none"> <li>• Add in Mythology</li> <li>• Eliminate story</li> </ul>
<b>Writing Pacing</b>	TBD	Realistic Fiction		
<b>Essential Questions</b>	What is cause and effect? How is cause and effect used to construct information? When would a writer use cause and effect? Cite an example of cause and effect leading readers/an audience to draw a conclusion? How did cause and effect lead the reader/audience to their conclusions?			
<b>Reading Content</b>	<p><b><u>Comprehension</u></b>          Fact and Opinion (RL.4.3; RI.4.1)          Theme (RL.4.2)</p> <p><b><u>Spelling/Phonics</u></b> (L.4.2.d, R.F.4.3.a)          Words with Ending <i>schwa +l</i>          Words with Ending <i>schwa +r</i>          Word with <i>over-</i>, <i>under-</i>, <i>sub-</i>          Words with Irregular Plurals and Possessives          Unaccented Syllables Schwa +r          Unaccented Syllables Schwa +n          Structural Analysis: Inflections: -s, -es</p> <p><b><u>Grammar</u></b></p>			

	<p>Possessive Pronouns (L.4.1.a)  Subject and Object Pronouns (L.1.4.a)  Adjectives and Articles (L.4.1.d)  *Add in ordering adjectives  Comparing with Adjectives(L.4.1.d)  *Add in ordering adjectives</p>
<b>Reading Skills</b>	<p><b>Students will be able to:</b></p> <p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Locate facts and create a timeline</li> <li>• Read timelines</li> <li>• Distinguish between fact and opinion in text</li> <li>• Monitor comprehension</li> <li>• Adjust reading rate based on text</li> <li>• Build word meaning relevant to theme and various subject areas</li> <li>• Recognize the distinguishing features of narrative non-fiction</li> <li>• Understand the major theme in a story</li> <li>• Understand how story elements reveal the theme of a story</li> <li>• Monitor comprehension and self-correct when understanding breaks down</li> <li>• Use vocabulary strategies to read unfamiliar words</li> <li>• Recognize distinguishing features of a fairy tale</li> <li>• Compare and contrast point of view in which stories are written in first- and third- person narration</li> <li>• Recognize myths, fables, tall tales, and other narrative forms of literature</li> <li>• Describe how the author’s purpose and perspective affects texts</li> </ul> <p><b><u>Spelling/Phonics</u></b></p> <p>Correctly spell words with</p> <ul style="list-style-type: none"> <li>• the ending /əl/ sound</li> <li>• the ending /ər/ sound</li> <li>• roots and prefixes</li> <li>• irregular plural and possessive forms</li> </ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• Correctly use possessive and reflexive pronouns in writing and speaking</li> <li>• Correctly identify and use subject and object pronouns in writing and speaking</li> <li>• Correctly order adjectives</li> <li>• Correctly use adjectives and articles in writing and speaking</li> <li>• Correctly use adjectives that compare</li> </ul>
<b>Writing Content</b>	<b>Realistic Fiction</b>
<b>Writing Skills</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• generate topics and ideas for stories from daily life and from past writing</li> <li>• create draft and see the world through the character's skin</li> </ul>

	<ul style="list-style-type: none"> <li>• edit, by rereading their writing several times for several reasons</li> <li>• learn that fiction writers need to choose a seed idea and begin to develop characters by creating their external and internal traits.</li> <li>• develop characters not only by telling about their motivations and struggles, but also by creating scenes that show these things.</li> <li>• sketch out possible plot lines for stories often on "story mountains" that represent traditional story structure.</li> <li>• write scenes and “stay in the scene”</li> <li>• craft endings</li> <li>• revise with various lens</li> <li>• edit with various lenses</li> </ul> <p>share his/her writing with the world; read with fluency &amp; expression</p>
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Tests, Benchmark Test, Theme Test, Writing Samples</li> </ul>
<b>Interventions / differentiated instruction</b>	<p>Below level:</p> <ul style="list-style-type: none"> <li>• Link parts of story to real life situations</li> <li>• Paraphrase poems and stories</li> <li>• Complete graphic organizers</li> <li>• Use on level literature to teach weekly skills</li> <li>• Use activities from Strategic Intervention Kit</li> <li>• Act out story</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>• Incorporate higher level questioning for stories</li> <li>• Incorporate higher level literature</li> </ul> <p>Use activities from Challenge Resource Kit</p>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Link Mythology with Solar System (Science)</li> <li>• Link Underground Railroad with Social Studies</li> <li>• Link lesson 16 to science with invention and society</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• <b>Realistic Fiction</b>, Units of Study-Beth Asbury</li> <li>• <i>Writing Fiction:: Big Dreams, Tall Ambitions</i>, Units of Study for Teaching Writing Grades 3-5 by Lucy Calkins</li> </ul>
<b>Common Core State Standards</b>	
<b>Grade: 5</b>	
<b>Strand:</b>	
<b>Category:</b>	RL.4.2, RL.4.3
	RI.4.1
	RF.4.3.a
	L.4.1 (a,d), L.4.2.d
	W.4.2 (a, b, c and d)
<b>Career and College Readiness Anchor Standards:</b>	

**Pine Hill Public Schools**  
**Language Arts Literacy Curriculum**

<b>Unit Title:</b> A New Home		<b>Unit #: Theme 5</b>		
<b>Course or Grade Level:</b> LAL – Grade 4		<b>Length of Time:</b> 5 Weeks		
<b>Reading Pacing</b>	<b>Week of / Lesson #</b>	<b>Focus Skill</b>	<b>Genre</b>	<b>Comments/additional materials</b>
	3/18 - Lesson 21	Character, Setting & Plot	Realistic Fiction	
	3/25 - Lesson 22	Character, Setting & Plot	Diary	<ul style="list-style-type: none"> <li>• Eliminate story</li> <li>• Add NJ ASK test prep</li> </ul>
	4/8 - Lesson 23	Sequence: Story Events	Fantasy	
	4/15 - Lesson 24	Text Structure: Sequence	Expository Non-fiction	
	4/22 - Lesson 25 Review and Theme Test	Character, Setting & Plot Text Structure: Sequence	Travel Show	<ul style="list-style-type: none"> <li>• Eliminate story</li> <li>• Add NJ ASK test prep</li> </ul>
<b>Writing Pacing</b>	TBD			
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are facts and opinions?</li> <li>• How are facts and opinions used in stories?</li> <li>• Describe examples of fact and opinion?</li> <li>• Cite examples of fact and opinion used to convey a message in a story or broadcast?</li> <li>• Why is it important to know what is factual and what is opinion?</li> </ul>			
<b>Reading Content</b>	<p><b><u>Comprehension</u></b> Character, Setting, &amp; Plot (RL.4.3) <i>* Complete in depth character, setting, and plot studies</i> Text Structure: Sequence (RI.4.5)</p> <p><b><u>Spelling/Phonics</u></b> (L.4.2.d, R.F.4.3.a) Words with Suffixes <i>-ant, -ent, -eer, -ist, -ian</i> Word Parts <i>in, out, down, up</i> Words with Suffixes <i>-ation, -ition, -al, ial</i> Words with Suffixes in Combination</p> <p><b><u>Grammar</u></b> Main and Helping Verbs (L.4.1) <i>*Include modal auxiliaries</i> Action and linking Verbs (L.4.1) Present Tense; Subject-Verb Agreement (L.4.1) Past and Future Tenses (L.4.1)</p>			
<b>Reading Skills</b>	<p><b>Students will be able to:</b></p> <p><b><u>Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Build word meaning relevant to theme and various subject areas</li> <li>• Identify characters, setting, and plot in a story</li> </ul>			

	<ul style="list-style-type: none"> <li>• Understand how narrative elements work together to shape a story</li> <li>• Use story structure to identify key events</li> <li>• Use strategies to monitor reading comprehension</li> <li>• Recognize the distinguishing features of realistic features and fantasy</li> <li>• Make inferences and draw conclusions about story elements</li> <li>• Support inferences with text evidence and experience</li> <li>• Understand that sometimes authors use time-order words to show sequence</li> <li>• Identify sequence of events in a story</li> <li>• Ask questions while reading to check understanding</li> <li>• Use strategies to monitor reading comprehension</li> <li>• Understand that a fantasy includes elements that could not exist in real life</li> <li>• Recognize sequence as one kind of text structure</li> <li>• Identify the sequence of events in a scientific text</li> <li>• Understand information in expository text</li> </ul> <p><b><u>Spelling/Phonics</u></b>  Correctly spell words with:</p> <ul style="list-style-type: none"> <li>• Suffixes</li> <li>• Beginning with in, out, down, and up</li> <li>• Suffixes in combination</li> </ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• Understand and correctly use main and helping verbs in speaking and writing</li> <li>• Use action and linking verbs in correctly in writing and speaking</li> <li>• Use modal auxiliaries correctly</li> <li>• Use present-tense verbs correctly in speaking and writing</li> <li>• Use correct subject-verb agreement</li> <li>• Use past- and future- tense verbs correctly in speaking and writing</li> <li>• Conjugate verbs correctly</li> </ul>
<b>Writing Content</b>	<b>Literary Essay –(Writing about Reading) (Historical Fiction)</b>
<b>Writing Skills</b>	<p><b>Skills, students will:</b></p> <ul style="list-style-type: none"> <li>• study published literary essays in order to find structures for their own literary essays</li> <li>• flesh out stories by envisioning them and living vicariously through the characters</li> <li>• study the characters to grow significant topics</li> <li>• ask, "What's this story really about?" and then analyze the ways the author deliberately crafts the story to convey this meaning</li> <li>• draw on their life experience to understand and develop ideas about texts</li> <li>• select seed ideas to craft into thesis statements</li> <li>• summaries to help them support their points</li> <li>• create drafts out of collections of evidence</li> <li>• make final revisions and edits to their essays</li> <li>• participate in a celebration by sharing own essay and by actively listening and responding to classmates' essays</li> </ul>

<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Tests, Benchmark Test, Theme Test, Writing Samples</li> </ul>
<b>Interventions / differentiated instruction</b>	<p>Below level:</p> <ul style="list-style-type: none"> <li>• Link parts of story to real life situations</li> <li>• Paraphrase poems and stories</li> <li>• Complete graphic organizers</li> <li>• Use on level literature to teach weekly skills</li> <li>• Use activities from Strategic Intervention Kit</li> <li>• Act out story</li> </ul> <p>Advanced:</p> <ul style="list-style-type: none"> <li>• Incorporate higher level questioning for stories</li> <li>• Incorporate higher level literature</li> </ul> <p>Use activities from Challenge Resource Kit</p>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Link lesson 23 to Science with food webs</li> <li>• Link lesson 23 to Math and money</li> <li>• Link lesson 24 to Science with food chains</li> </ul>
<b>Lesson resources / Activities</b>	<ul style="list-style-type: none"> <li>• Units of Study-Beth Asbury-16 Lessons including On-Demand and Celebration</li> <li>•</li> </ul>
<b>Common Core State Standards</b>	
<b>Grade: 4</b>	
<b>Strand:</b>	
<b>Category:</b>	
	W.4.1 (a, b, c and d)
<b>Career and College Readiness Anchor Standards:</b>	

**Pine Hill Public Schools**  
**Language Arts Literacy Curriculum**

<b>Unit Title:</b> Exploring Our World		<b>Unit #: Theme 6</b>		
<b>Course or Grade Level:</b> LAL – Grade 4		<b>Length of Time:</b>		
<b>Date Created:</b> July 2012		<b>BOE Approval Date:</b>		
<b>Reading Pacing</b>	<b>Week of / Lesson #</b>	<b>Focus Skill</b>	<b>Genre</b>	<b>Comments/additional materials</b>
	4/29 - Lesson 26	Main Idea & Details	Magazine Article	
	5/6 -Lesson 27 (NJ ASK)	Main Idea & Details	Narrative Nonfiction	
	5/13 - Lesson 27	Main Idea & Details	Narrative Nonfiction	
	5/20 - Lesson 28	Figurative Language	Tall Tale	
	5/28 - Lesson 29	Figurative Language	Historical Fiction	Eliminate weekly story
	6/3 - Lesson 30	Main Idea & Details Figurative Language	Informational Narrative	Eliminate weekly story
<b>Writing Pacing</b>	TBD			
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What is autobiography?</li> <li>• What are examples of autobiography?</li> <li>• How is autobiographical writing different from biography?</li> <li>• What is the effect of narrative in the first person?</li> <li>• What might be the impact of first person narrative in books, movies or other media?</li> </ul>			
<b>Reading Content</b>	<p><b><u>Comprehension</u></b> Main Idea &amp; Details (RI.4.2) Figurative Language (L.4.5.A; L.4.5.B)</p> <ul style="list-style-type: none"> <li>• Add in adages and proverbs</li> <li>• Concentrate on simple similes and metaphors</li> </ul> <p><b><u>Spelling/Phonics</u></b> (L.4.2.d, R.F.4.3.a) Words with silent letters Word with Greek and Latin word parts * Greek and Latin word parts must be covered more in depth Homophones Words with Prefix + Root + Suffix Words with Suffixes in Combination</p> <p><b><u>Grammar</u></b> Irregular Verbs (L.4.1.B) * Focus on progressive verb tenses Contractions and Possessive Pronouns (L.4.1) Adverbs (L.4.1) Punctuation Round-up (L.4.3.B)</p>			
<b>Reading Skills</b>	<p><b>Students will be able to:</b> <b><u>Comprehension</u></b></p>			

	<ul style="list-style-type: none"> <li>• Build word meaning relevant to theme and various subject areas</li> <li>• Recognize a stated and unstated main idea in a passage or selection</li> <li>• Identify details that support the main idea</li> <li>• Summarize sections of text</li> <li>• Understand explicit and implicit ideas in a non-fiction text</li> <li>• Recognize distinguishing features of a magazine article, narrative non-fiction, and a tall tale</li> <li>• Understand important points in a magazine article</li> <li>• Paraphrase text to recall and retell information</li> <li>• Distinguish between facts and opinions in non-fiction</li> <li>• Interpret and use graphic aids, such as maps, graphs, charts, and diagrams</li> <li>• Interpret ideas from visual sources</li> <li>• Identify different types of figurative language</li> <li>• Understand and use figurative language</li> <li>• Understand adages and proverbs</li> </ul> <p><b><u>Spelling/Phonics</u></b> Correctly spell words with:</p> <ul style="list-style-type: none"> <li>• Silent letters</li> <li>• Greek and Latin word parts</li> <li>• Homophones</li> <li>• Both prefixes and suffixes</li> </ul> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• Use irregular verbs correctly in writing and speaking</li> <li>• Use contractions and possessive pronouns correctly in writing and speaking</li> <li>• Understand progressive verb tenses</li> <li>• Use adverbs correctly in writing and speaking</li> <li>• Avoid using double negatives in writing and speaking</li> <li>• Use commas correctly in writing</li> <li>• Punctuate titles and dialogue correctly</li> </ul>
<b>Writing Content</b>	<b>Realistic Fiction</b>
<b>Writing Skills</b>	
<b>Assessments</b>	<ul style="list-style-type: none"> <li>• Tests, Benchmark Test, Theme Test, Writing Samples</li> </ul>
<b>Interventions / differentiated instruction</b>	<p>Below level:</p> <ul style="list-style-type: none"> <li>• Link parts of story to real life situations</li> <li>• Paraphrase poems and stories</li> <li>• Complete graphic organizers</li> <li>• Use on level literature to teach weekly skills</li> <li>• Use activities from Strategic Intervention Kit</li> <li>• Act out story</li> </ul> <p>Advanced:</p>

	<ul style="list-style-type: none"> <li>• Incorporate higher level questioning for stories</li> <li>• Incorporate higher level literature</li> <li>• Use activities from Challenge Resource Kit</li> </ul>
<b>Inter-disciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Link Lesson 26 to Science with extinct and existing species</li> <li>• Link Lesson 27 to Science with weathering and analyzing soil properties</li> <li>• Link Lesson 27 to Math with miles per hour</li> <li>• Link to Lesson 28 to Math with estimating size</li> <li>• Link Lesson 28 to Social Studies and America’s National Parks</li> </ul>
<b>Lesson resources / Activities</b>	
<b>Common Core State Standards</b>	
<b>Grade: 4</b>	
<b>Strand:</b>	
<b>Category:</b>	
	W.4.3 (a, b, c, d and e)
<b>Career and College Readiness Anchor Standards:</b>	

Revised:

Pine Hill Schools District  
4<sup>th</sup> Grade Monitoring Common Core State Standards

Below please find a list of on-going CCSS, which are addressed on a daily, weekly or monthly basis

**Reading Literature:**

Key Ideas and Details

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

Range of Reading and Complexity of Text

- RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range

**Reading Informational**

Key Ideas and Details

- RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**Foundational Skills**

Phonics and Word Recognition

- RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

- RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
  - a. Read grade-level text with purpose and understanding.
  - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  
to make new words.

**Language**

Conventions of Standard English

- L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a) Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

- b) Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
  - c) Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
  - d) Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
  - e) Form and use prepositional phrases.
  - f) Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
  - g) Correctly use frequently confused words (e.g., *to, too, two; there, their*).
- L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    - a.) Use correct capitalization. Use commas and quotation marks to mark direct speech and quotations from a text.
    - b.) Use a comma before a coordinating conjunction in a compound sentence.
    - c.) Spell grade-appropriate words correctly, consulting references as needed.

#### Knowledge of Language

- 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).

#### Vocabulary Acquisition and Use

- L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
  - a.) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
  - b.) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
  - c.) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - a.) Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
  - b.) Recognize and explain the meaning of common idioms, adages, and proverbs.
  - c.) Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being

(e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

## **Speaking & Listening**

### **Comprehension and Collaboration**

- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
  - a.) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - b.) Follow agreed-upon rules for discussions and carry out assigned roles.
  - c.) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  - d.) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

## **Writing**

### **Range of Writing**

- W.4.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.