

RL.4 Reading Literature Text	
<ul style="list-style-type: none"> <input type="checkbox"/> Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. (RL.4.1.) <input type="checkbox"/> Determine a theme of a story, drama, or poem from details in the text; summarize the text. (RL.4.2.) <input type="checkbox"/> Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. (RL.4.3.) <input type="checkbox"/> Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature. (RL.4.4.) <input type="checkbox"/> Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text. (RL.4.5.0) <input type="checkbox"/> Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL.4.6.) <input type="checkbox"/> Make connections between specific descriptions and directions in a text and a visual or oral representation of the text. (RL.4.7.) <input type="checkbox"/> Compare, contrast and reflect on stories in the same genre on their approaches to similar themes and topics. (RL.4.9.) <input type="checkbox"/> By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (RL.4.10.) 	
<p><u>Essential Questions</u></p> <p>How does understanding a text’s structure better help me understand its meaning?</p>	<p><u>Enduring Understandings</u></p> <p>The understanding of a text’s features, structures, and characteristics facilitates the reader’s ability to make meaning of the text.</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials)</p> <p>Model with teacher think-alouds; Use nonfiction trade books, especially in big book format, to chart features used.</p>	<p><u>Suggested Assessments</u></p> <p>Create an informational teaching page that incorporates specific features.</p>

RI.4 Reading Informational Text	
<ul style="list-style-type: none"> <input type="checkbox"/> Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text. (RI.4.1.) <input type="checkbox"/> Determine the main idea of a text and explain how it is supported by key details; summarize the text. (RI.4.2.) <input type="checkbox"/> Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (RI.4.3.) <input type="checkbox"/> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade appropriate topic or subject area. (RI.4.4.) <input type="checkbox"/> Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. (RI.4.5.) <input type="checkbox"/> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (RI.4.6.) <input type="checkbox"/> Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. (RI.4.7.) <input type="checkbox"/> Explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8.) <input type="checkbox"/> Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably. (RI.4.9.) <input type="checkbox"/> By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. (RI.4.10.) 	
<p><u>Essential Questions</u> How does fluency affect comprehension? What do readers do when they do not understand everything in text? How do readers construct meaning from text?</p>	<p><u>Enduring Understandings</u> Fluent readers group words quickly to help them gain meaning from text; Good readers use strategies to help them understand text and monitor comprehension; Strategic readers connect, infer, question, visualize, determine importance, and synthesize.</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials) Conduct repeated readings, Reader’s Theater, and paired readings for fluency practice; Use timed repeated readings and have students set personal goals; Create bookmarks/organizers for each strategy/concept that require students to make notes about the text and explain their reasoning; Use literature circles when students are ready to apply strategies independently; Select quality picture books that best illustrate specific strategies/ concepts and read aloud/discuss; Use a think aloud if it is a new concept; Use a familiar, simple narrative (fairy tale) to explicitly teach the difference between plot and theme. Read a variety of quality picture books and chart themes, eliciting discussion.</p>	<p><u>Suggested Assessments</u> Assess fluency with timed passages, scoring accuracy, rate, and prosody; Chart responses and conversations in group discussions; Confer individually with students, keeping anecdotal records; Evaluate written responses/reflections; Use a project-based task, such as making a character quilt or designing a board game, that allows for the assessment of comprehension skills and literary analysis.</p>

RF.4 Reading Foundation Skills	
<ul style="list-style-type: none"> <input type="checkbox"/> Know and apply grade-level phonics and word analysis skills in decoding and encoding words. (RF.4.3.) <input type="checkbox"/> Read with sufficient accuracy and fluency to support comprehension. (RF.4.4.) 	
<p><u>Essential Questions</u></p> <p>How do I figure out a word I do not know? Why do readers need to pay attention to a writer’s choice of words?</p>	<p><u>Enduring Understandings</u></p> <p>Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text; Words powerfully affect meaning.</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials)</p> <p>Use word sorts and word hunts to focus on a particular pattern or structure; Create card games that focus on syllables, affixes, homophones, and homographs; Keep word study notebooks for rules and principles; Use word maps that focus on a variety of semantic features, such as synonyms, antonyms, multiple meanings, parts of speech, and examples; Play word games, like <i>Jeopardy</i> and <i>Concentration</i>, focusing on a particular skill or set of words.</p>	<p><u>Suggested Assessments</u></p> <p>Assess decoding skills during guided reading; Use developmental spelling assessment tool to ascertain spelling/decoding level of each student; Assess inferring of meaning using passages with unknown words, ensuring that the text provides enough known context; Collect notebooks and word maps periodically to evaluate.</p>

Anchor Standards for Reading

KEY IDEAS AND DETAILS	
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CRAFT AND STRUCTURE	
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.
NJSLSA.R5	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.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
INTEGRATION OF KNOWLEDGE AND IDEAS	
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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.
NJSLSA.R9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
NJSLSA.R10	Read and comprehend complex literary and informational texts independently and proficiently.

W.4 Writing	
<ul style="list-style-type: none"> <input type="checkbox"/> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W.4.1.) <input type="checkbox"/> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.4.2.) <input type="checkbox"/> Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. (W.4.3.) <input type="checkbox"/> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.4.4.) <input type="checkbox"/> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (W.4.5.) <input type="checkbox"/> With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. (W.4.6.) <input type="checkbox"/> Conduct short research projects that build knowledge through investigation of different aspects of a topic. (W.4.7.) <input type="checkbox"/> 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.4.8.) <input type="checkbox"/> Draw evidence from literary or informational texts to support analysis, reflection, and research (W.4.9.) <input type="checkbox"/> Write routinely over extended time frames shorter time frames for a range of discipline-specific tasks, purposes, and audiences. (W.4.10.) 	
<p><u>Essential Questions</u> How do good writers express themselves? How do writers develop a well-written product? Why does a writer choose a particular form of writing?</p>	<p><u>Enduring Understandings</u> Good writers develop and refine their ideas for the purpose of thinking, learning, communicating, and expressing themselves aesthetically; Good writers develop a variety of strategies and select a form that enables them to write for different purposes, audiences, and contexts.</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials) Introduce the concept of an open writing workshop and put procedures into place the first week of school; Use quality picture books that trigger ideas, model possibilities, and illustrate the focus of each mini-lesson; Incorporate short conferences into the workshop routine; insert details or description into their writing using any white space available to “drop” the added details into their piece; Use word walls that include frequently and effectively used transitions, specific/descriptive vocabulary, and interesting words.</p>	<p><u>Suggested Assessments</u> Design a simple system for collecting information throughout each term, such as a clipboard checklist or flip chart; Record what happens in individual conferences and upon reviewing writing folders/portfolios; Use the information on the chart to help you select the next read aloud or plan a mini-lesson; Use a self-assessment tool so students can be involved in the process; Assess open-ended responses and essays on science/social studies tests; Use a rubric that evaluates writing traits and use results to provide feedback to students; self-select best piece (over a period of time) to develop, publish, and submit for assessment.</p>

Anchor Standards for Writing

TEXT TYPES AND PURPOSES	
NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
PRODUCTION AND DISTRIBUTION OF WRITING	
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
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.
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.
NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
RANGE OF WRITING	
NJSLSA.W10	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 tasks, purposes, and audiences.

SL.4 Speaking & Listening	
<ul style="list-style-type: none"> ❑ Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade appropriate topics and texts, building on others’ ideas and expressing their own clearly. (SL.4.1.) ❑ Paraphrase portions of a text read aloud or information presented in diverse media and formats. (SL.4.2.) ❑ Identify the reasons and evidence a speaker provides to support particular points. (SL.4.3.) ❑ Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (SL.4.4.) ❑ Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. (SL.4.5.) ❑ Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation. (SL.4.6.) 	
<p><u>Essential Questions</u> How can discussion increase our knowledge and understanding? How do speakers express their thoughts and feelings? How does a speaker communicate so others will listen and understand the message? How does a listener understand a message?</p>	<p><u>Enduring Understandings</u> Discussion builds connections to others and creates learning opportunities; Questioning and contributing help speakers explore issues and clarify thinking; A speaker uses the right elements and format to fit the audience and the purpose; Listeners receive, construct meaning from, and respond to spoken and nonverbal messages.</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials) Use literature circles to encourage small-group discussion, explicitly teaching roles; Use Reader’s Theater to practice oral fluency; Provide opportunities for speaking: panels, debates, mock trials, role-playing, storytelling. Listen to recordings of quality literature; Respond using bookmarks designed for specific purposes; Use graphic organizers so students can take notes and develop questions as they listen to a presentation; Plan activities whereby students must follow oral directions to create a craft, recipe, etc...</p>	<p><u>Suggested Assessments</u> Use an oral presentation rubric and conference with students individually; Videotape a presentation for assessment and feedback purposes; Use a checklist while observing a literature circle being conducted. Read aloud a short story and elicit a retelling/summary, using a rubric to assess accuracy of details and correct sequencing of the retelling or summary; Evaluate bookmarks and graphic organizers from listening activities.</p>

Anchor Standards for Speaking and Listening

COMPREHENSION AND COLLABORATION	
NJSLSA.W1	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.
NJSLSA.W2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
NJSLSA.W3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
PRESENTATION OF KNOWLEDGE AND IDEAS	
NJSLSA.W4	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.
NJSLSA.W5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
NJSLSA.W6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

L.4 Language	
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L.4.1.) <input type="checkbox"/> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.4.2.) <input type="checkbox"/> Use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.4.3.) <input type="checkbox"/> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (L.4.4.) <input type="checkbox"/> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.4.5.) <input type="checkbox"/> 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 and that are basic to a particular topic (L.4.6.) 	
<p><u>Essential Questions</u> How do rules of language affect communication?</p>	<p><u>Enduring Understandings</u> Rules, or conventions of language, help readers understand what the author is communicating.</p>
<p><u>Suggested Activities and Resources</u> (in addition to guided reading and leveled materials) Create a simple checklist that students will use to edit their work (four or five appropriate skills). Keep checklists and reference tools in a writing center; Students edit sample essays and stories. Work in groups or pairs at first. Use interactive minilessons to directly instruct students about standard English conventions; Use daily focused editing practice as a warm-up activity.</p>	<p><u>Suggested Assessments</u> Include “Use of Conventions” as an element of every scoring rubric; Keep track of which students have mastered certain skills on the clipboard/chart kept for writing workshop; Assess daily warm-ups.</p>

Anchor Standards for Language

CONVENTIONS OF STANDARD ENGLISH	
NJSLSA.W1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
NJSLSA.W2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
KNOWLEDGE OF LANGUAGE	
NJSLSA.W3	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.
VOCABULARY ACQUISITION AND USE	
NJSLSA.W4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
NJSLSA.W5	Demonstrate understanding of word relationships and nuances in word meanings.
NJSLSA.W6	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.