

Ocean Academy Charter School
Curriculum Guide
Grade 4 - ELA



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OCEAN ACADEMY CHARTER SCHOOL English Language Arts Curriculum	
Content Area: English Language Arts	
Course Title: English Language Arts	
Grade Level: Grade 4	
Trimester	Pacing Guide in Days
Trimester 1: Reading Skills: Fiction and Nonfiction ➤ Determine the main idea of a text and identify supporting details ➤ Use context clues to determine the meaning of unfamiliar words and phrases ➤ Summarize texts clearly, capturing the most important ideas and events ➤ Make inferences using text evidence and background knowledge ➤ Analyze characters' traits, motivations, and changes throughout a story ➤ Determine the theme of a story or poem using key details ➤ Analyze literary and informational texts to interpret meaning and author's intent Writing Skills: Narrative Writing and Launching Writer's Workshop	60 days September-December

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➤ Establish writing routines and expectations through Writer’s Workshop ➤ Generate ideas and plan for personal narrative writing ➤ Develop a clear sequence of events using descriptive details and dialogue ➤ Use transitional words and phrases to connect ideas ➤ Apply appropriate grammar, punctuation, and spelling conventions ➤ Revise and edit narrative writing to strengthen content and clarity ➤ Publish and share final pieces with peers or an audience Amistad, Diversity and Inclusion, and Climate Change	
Trimester 2: Reading Skills: Fiction and Nonfiction ➤ Use context clues and word parts to determine the meaning of unfamiliar words ➤ Make inferences using evidence from the text and prior knowledge ➤ Identify and describe different text structures (e.g., cause/effect, problem/solution, compare/contrast) ➤ Compare and contrast firsthand and secondhand accounts of the same event or topic ➤ Analyze and compare points of view in fiction and nonfiction texts Writing Skills: Informational/Explanatory Writing and Opinion Writing ➤ Plan and organize ideas to explain a topic clearly in informational writing ➤ Use facts, definitions, and details to support a main idea or topic in explanatory writing ➤ Introduce a topic or opinion clearly and group related ideas together ➤ Provide reasons and evidence to support an opinion	60 days December-March

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➤ Use linking words and phrases to connect ideas ➤ Apply correct grammar, punctuation, and spelling in writing ➤ Revise and edit drafts to improve clarity and organization ➤ Publish and share final written pieces with an audience Amistad, Diversity and Inclusion, Climate Change, and Asian Americans and Pacific Islanders (AAPI)	
Trimester 3: Reading Skills: Fiction and Nonfiction ➤ Identify and describe different text structures (e.g., cause/effect, sequence, compare/contrast) ➤ Explain how authors use reasons and evidence to support points in a text ➤ Integrate information from two or more texts on the same topic ➤ Interpret visual elements (such as charts, diagrams, or illustrations) and explain how they support understanding of the text ➤ Analyze the structure and elements of poetry, including verse, rhythm, and meaning ➤ Compare and contrast stories, including characters, settings, plots, and themes Writing Skills: Informational/Explanatory Writing ➤ Introduce a clear topic and organize ideas logically in paragraphs or sections ➤ Use facts, definitions, and examples to develop and support the topic ➤ Use linking words and phrases to connect ideas clearly ➤ Apply grade-appropriate grammar, punctuation, and spelling conventions ➤ Revise and edit for clarity, coherence, and accuracy ➤ Publish final drafts to share with others in written or digital formats Amistad, Holocaust, Diversity and Inclusion, and Climate Change	60 days March-June

OCEAN ACADEMY CHARTER SCHOOL Trimester 1 Overview
Content Area: English Language Arts
Unit Title: Trimester 1
Target Course/Grade Level: Grade 4
Introduction/Unit Focus: In this unit, students will explore a variety of fiction and nonfiction texts to build strong reading comprehension strategies and deepen their understanding of story elements, themes, and author’s purpose. They will learn how to determine the meaning of unfamiliar words, summarize key ideas, and make inferences supported by text evidence. Students will also analyze characters and identify themes through close reading and discussion. In writing, students will launch Writer’s Workshop by developing routines and building stamina as independent writers. They will plan, draft, revise, and publish personal narratives, using sensory details, dialogue, and structure to bring their stories to life. Through this unit, students will strengthen their ability to express ideas clearly and confidently while practicing essential grammar and writing conventions. <u>Reading Skills: Fiction and Nonfiction</u> ➤ Determine the meaning of unknown or multiple-meaning words and phrases using context clues, word parts, and reference materials ➤ Identify the main idea in a text and explain how it is supported by key details ➤ Summarize literary and informational texts, focusing on important ideas and excluding personal opinions ➤ Make logical inferences using evidence from the text and background knowledge ➤ Analyze characters by examining their thoughts, feelings, actions, and motivations ➤ Determine the theme of a story, drama, or poem by analyzing key details and character development ➤ Closely read and analyze both fiction and nonfiction texts to deepen understanding of structure, meaning, and author’s purpose <u>Writing Skills: Launching Writer’s Workshop and Narrative Writing</u> ➤ Participate in Writer’s Workshop routines to build independence and confidence as a writer ➤ Generate writing ideas and develop a clear plan for narrative writing ➤ Write narratives that include a logical sequence of events, strong openings, character development, and well-developed settings

- Use dialogue, descriptive details, and transitional words to enhance the flow of the story
- Apply spelling, grammar, capitalization, and punctuation conventions appropriately
- Revise and edit writing with guidance to improve clarity, coherence, and expression
- Publish and share final pieces through oral presentations or written displays

Disciplinary Concepts for the Unit

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Focus Standards (Major Standards) New Jersey Student Learning Standards Grade 4 ELA Standards with Practices

Content Standards: New Jersey Student Learning Standards for English Language Arts

READING DOMAIN

(CR) Close Reading of Text:

By the end of grade 12, 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.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

(CI) Central Ideas and Themes of Texts:

By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.
RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
(TS) Text Structure: By the end of grade 12, 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.
RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
(AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.
RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
(CT) Comparison of Texts: By the end of grade 12, 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.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.
WRITING DOMAIN
(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.NW.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 or show the responses of characters to situations.

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C. Use a variety of transitional words and phrases to manage the sequence of events. D. Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events.
(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. A. Identify audience, purpose, and intended length of composition before writing. B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter. C. Consider writing as a process, including self-evaluation, revision and editing. D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary. E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
(RW) Range of Writing: By the end of grade 12, 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.
W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences
SPEAKING AND LISTENING DOMAIN
(PE) Participate Effectively: By the end of grade 12, 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.
SL.PE.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. Explicitly draw on previously read text or material 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.
(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.
(PI) Present Information: By the end of grade 12, 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.
SL.PI.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.
(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
SL.AS.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.
LANGUAGE DOMAIN
(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Choose words and phrases to convey ideas precisely. C. Choose punctuation for effect. D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.(
L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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.

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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.
(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
L.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 text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
L.WF.4.2 Demonstrate command of the conventions of encoding and spelling. A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. B. Write affixed words that involve a sound or spelling change in the base word. C. Spell grade-appropriate words correctly, consulting references as needed. D. 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.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills: A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue. B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs. C. Use independent clauses and coordinating conjunctions. D. Form irregular verbs; form and use progressive tenses. E. Form and use possessive nouns and pronouns. F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).

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Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

Reading Comprehension and Analysis

- Read text closely by questioning, identifying important information, and recognizing patterns to deepen understanding
- Use evidence from the text to support answers to both explicit and inferred questions
- Refer to specific details in the text when explaining story elements such as character, setting, plot, and theme
- Determine the main idea of a text and summarize key supporting details
- Analyze characters by examining their thoughts, feelings, actions, and motivations to draw conclusions
- Identify the theme of a story, drama, or poem by analyzing key details and character development
- Compare and contrast two or more characters, settings, or events using textual evidence
- Explain how authors use reasons, evidence, and proof to support points in informational texts
- Combine information from multiple texts on the same topic to demonstrate a deeper understanding
- Explain how and why historical events, scientific ideas, or procedures occur using text evidence

- Use prior knowledge to make personal, text-to-text, and global connections when reading

Vocabulary and Word Study

- Use context clues, word parts (prefixes, suffixes, base words), and reference materials to determine meanings of unknown or multiple-meaning words
- Identify and apply the meanings of commonly used prefixes and suffixes to decode and define new words
- Use print and digital glossaries and dictionaries effectively to clarify word meanings
- Recognize and fluently use grade-appropriate academic and domain-specific vocabulary during discussions
- Choose precise words to describe actions, emotions, or topics and expand vocabulary knowledge by understanding synonyms and antonyms

Fluency and Word Recognition

- Use a variety of strategies to decode words, including multisyllabic words
- Read grade-level poetry and prose aloud with accuracy, appropriate rate, and expression
- Reread texts as needed to improve fluency and comprehension

Writing and Language Skills

- Establish a situation, introduce a narrator and/or characters, and organize events sequentially in narrative writing
- Use dialogue, description, and temporal words to develop experiences, events, and character responses
- Provide a clear sense of closure in writing
- Produce clear and understandable writing tailored to task and audience
- Unpack writing tasks and purposes to focus the organization and development of ideas
- Use graphic organizers (story frames, story mountains, story maps) to plan writing effectively
- Practice revising and editing writing by changing word choice and sentence structure to strengthen clarity and coherence
- Recognize and correct spelling, grammar, and punctuation errors with guidance through conferences, checklists, or peer editing
- Use digital tools proficiently for writing, publishing, and collaborating
- Demonstrate keyboarding skills by typing at least one page in a single session

Speaking and Listening

- Engage in rich, structured conversations on grade-appropriate topics and texts, both in whole-class and small group settings
- Participate actively as listeners and speakers by using eye contact, turn-taking, linking ideas, and sharing the floor

- Adapt speech for different purposes and audiences, distinguishing between formal and informal discourse
- Pose and respond to specific questions during discussions to deepen understanding and contribute meaningfully

Grammar and Conventions

- Identify and correctly use relative pronouns and relative adverbs in writing and speaking
- Recognize and apply progressive verb tenses appropriately
- Apply capitalization rules consistently, including for proper nouns and titles
- Spell grade-appropriate words correctly, using references as needed

Unit Enduring Understandings:

READING

Students will know how to...

- summarize a text
- refer to details and examples when explaining and inferring what a text says
- determine the theme of a fiction text
- determine word meanings

WRITING

Students will know how to...

- Produce clear and coherent narrative writing using effective techniques, descriptive details and clear event sequences.
- Develop and strengthen writing by planning, revising, and editing.
- Use technology to produce and publish writing, as well as collaborate with others.

Unit Essential Questions:

READING

- How does fluency affect comprehension?
- How do you determine the main idea in informational text?
- How can you tell the difference between the main idea and a supporting detail?
- What is a summary?
- What is the theme of the story?

WRITING:

- Why do we write?
- How is your style of writing influenced by your purpose?
- How can we use evaluation and reflection to improve our writing?

Reading and Writing taught through a balanced literacy framework gives all children extended periods of time to read, write, talk and think critically. This, along with high-interest accessible books (of their choice) that are on each student's reading level, will provide our students with the essential 21st-century literacy skills.

The ELA block will consist of the following components:

Reading

- Interactive Read Aloud- The teacher will read a mentor text to the class, stopping periodically to think aloud, and model how readers interact with a text before, during, and after reading. The teacher will engage students in discussions that enhance meaning and develop critical and analytical thinking.
- Shared Reading- An interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by the teacher. The teacher should highlight places to stop, ask questions, or model the focus strategies. All students must be able to see the print or have access to the chosen text.
 - Geode Readable
 - Magnetic Reading

OR

- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
- Independent Reading- Independent Reading should be incorporated daily. The students will apply what they are learning to books of their choice independently. The teacher will confer with individual readers, partnerships, and/or small groups, providing support as needed.
 - Independent Reading can include Read to Self, Read to Someone, or Read with Computer (iReady, RAZ Kids).
 - During Reading Conferences teachers can provide Goal Setting or incorporate Fluency Checks and Sight Word Checks.
 - Student book bins should include books on independent reading level and at least one choice book.
 - Classroom Library
 - Geode Readables
 - Decodable Readers (Primary Phonics, SPIRE, Reading A-Z Decodable Readers)
- Small Group Instruction- The teacher meets with groups of students to conduct guided reading and/or strategy groups depending on the needs of their students.
 - Guided Reading

- The students individually read a text that the teacher has selected at the instructional reading level.
- The teacher supports the students as they read the chosen text. The teacher will coach or prompt students to reinforce independence or provide individual feedback.
- Strategy Groups
 - The students are placed into a strategy group when the teacher has found that they have a common strategy that needs improvement. Students can be grouped according to common needs based on previously collected assessment data, anecdotal evidence on which students struggled during a particular lesson, or data collected via individual conferences.
- Foundations Intervention (Grades K-3)
 - The teacher can provide explicit instruction on any phonics concepts the students need more support with.

Writing

- Interactive Read Aloud- Typically used at the start of a unit to expose students to a specific genre of writing. The teacher will read mentor texts to the class and stop periodically to share thoughts, observations, inquiries, and ideas about the texts and authors. The teacher will model how to read like a writer, focusing on the writer's process and craft. It is possible that teachers will NOT read the entire text.
- OR**
- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
 - Independent Writing/Conferring- The students will apply what they are learning to their own writing independently. They will practice or try out what was modeled in the mini-lesson or discussed during an Interactive Read Aloud and make decisions about their writing. The teacher will confer with individual writers, partnerships, and/or small groups, providing support as needed.
 - Share- Students share work with their peers offering comments, noticings and/or suggestions.

OCEAN ACADEMY CHARTER SCHOOL Elementary Literacy Framework

Evidence of Student Learning

Formative Assessments

Ongoing tools used to monitor progress and guide instruction:

- Teacher Observations & Anecdotal Notes
 - Class Discussions & Activities
 - Exit Slips
 - Student Journals
 - Literature Circles
 - Projects
 - Homework
 - Running Records
 - DRA-3 & Fluency Checks
 - Magnetic Reading Quizzes
 - iReady Skill Lessons
 - Open-Ended Responses (short and extended)
 - Peer, Teacher, and Student Conferences
 - Student Self-Assessments
 - Standards-Based Rubrics
 - Questionnaires
 - Portfolio Collections
-

Summative Assessments

Assessments that evaluate student understanding at the end of a unit or skill focus:

- End-of-Unit Magnetic Reading Tests
 - iReady Lesson & Unit Assessments
 - Open-Ended Questions
 - Reading A-Z Assessments
 - Pre-Writing Assessments
 - Final Projects
-

Benchmark Assessments

Used to measure progress over time and guide long-term planning:

- iReady Diagnostic
 - LinkIt Assessments
 - Monthly Writing Prompts
 - Writing Task Charts
 - End-of-Unit Assessments
-

Alternative Assessments

Supports for individual learning needs:

- Oral Assessments
 - Modified Assignments
 - Follow IEP/504 Plan Accommodations
-

Performance Tasks

Application-based tasks that show learning in action:

- Narrative Writing Pieces
- Reading Notebook Entries
- Written Responses
- Graphic Organizers
- Class Discussions

Suggested Options for Differentiation

Special Education

- Follow all IEP accommodations and modifications
 - Use visuals, graphic organizers, and labeled materials
 - Pre-teach vocabulary
 - Provide guided reading/writing in small groups
 - Allow extra time for assignments and tests
 - Accept oral or dictated responses
 - Use large print, Braille, or audiobooks
 - Read aloud daily
 - Provide peer tutors or classroom buddies
 - Offer choral reading, songs, and chants
 - Provide preferential seating
 - Use a scribe or communication devices when needed
 - Use tiered or differentiated instruction
-

Students with 504 Plans

- Follow 504 Plan accommodations
- Allow extra time for tasks and assessments

- Accept oral or dictated responses
 - Use large print or audio versions of texts
 - Provide small group instruction
 - Use tiered or differentiated instruction
 - Offer a scribe or assistive technology if required
-

Students at Risk of School Failure

- Use visuals and real-world connections
 - Pre-teach academic vocabulary
 - Provide peer tutors or buddies
 - Use read-alouds, songs, and choral reading
 - Provide extra time and small group instruction
 - Offer structured routines and scaffolded tasks
 - Use tiered instruction and regular check-ins
-

Gifted and Talented

- Use open-ended and critical thinking questions
 - Encourage independent research or choice projects
 - Group by interest or ability for centers and tasks
 - Provide enrichment activities using Bloom's Taxonomy
 - Use leveled texts and an advanced reading list
 - Offer simulations, concept puzzles, and problem-solving tasks
 - Allow discovery-based learning—don't over-scaffold
 - Use varied assessments and flexible grouping
 - Provide opportunities to reflect and debrief
 - Include enrichment both in small and whole group formats
-

Multilingual Learners (MLs)

- Use small group guided reading and writing
- Pre-teach vocabulary with visuals or gestures
- Label classroom items clearly
- Use audiobooks and recorded texts
- Allow extra time and oral/dictated responses
- Incorporate Total Physical Response (TPR) and sketchnotes
- Use realia, visuals, and simplified language
- Collaborate with ESL/ML specialists

Diversity and Inclusion

- Build positive relationships with families
- Incorporate cultural backgrounds into instruction
- Provide alternative assignments and flexible options
- Use closed captioning and clear visual supports
- Display academic vocabulary walls
- Speak clearly and avoid idioms/slang
- Offer outlines or roadmaps for complex material
- Give sufficient wait time before calling on students
- Partner with language specialists and support staff
- Encourage native language use at home while building English fluency
- Maintain a safe, structured classroom environment

Supplemental Resources

Grade 4 Curriculum Map

Instructional Materials:

- Magnetic Reading
 - Zoe in Wonderland by Brenda Woods
- Mentor Texts
 - The Other Side by Jacqueline Woodson
 - Martin's Big Words by Doreen Rappaport
 - Wilma Unlimited by Kathleen Krull
 - Amelia Writes Again by Marissa Moss
 - A Writer's Notebook by Ralph Fletcher
 - Boris by Cynthia Rylant
 - The Relatives Came by Cynthia Rylant
- iReady - Teachers Toolbox
- Storyworks
- Writing Fundamentals
- Reading Fundamentals: Short Shared Text Collection
- Problem Based Learning Units

Supplemental Resources:

- Reading A to Z
- Read Works
- Flocabulary
- Read Write Think
- Graphic Organizers
- BrainPop and BrainPop Jr.

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Intervention Materials:

- iReady Tools for Scaffolding
- Leveled Readers
- Flexible Grouping

Teacher Notes

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Overview

Content Area: English Language Arts

Unit Title: Trimester 2

Duration: 60
days

Target Course/Grade Level: Grade 4

Introduction/Unit Focus:

In this unit, students will deepen their understanding of both fiction and nonfiction texts by analyzing structure, comparing points of view, and examining how authors present and support their ideas. Through reading and discussion, students will learn how to compare accounts of the same topic or event, make inferences, and use context clues to determine word meanings. In writing, students will focus on both informational/explanatory and opinion writing, learning how to express their thoughts clearly and support their ideas with facts, examples, and reasons.

Reading Focus: Fiction and Nonfiction

- Use context clues, word parts, and reference materials to determine the meaning of unfamiliar words and phrases
- Make inferences based on text evidence and background knowledge to deepen comprehension
- Identify and describe common text structures such as cause/effect, compare/contrast, and chronological order in both fiction and nonfiction

- Compare and contrast firsthand and secondhand accounts of the same event or topic
- Analyze how authors present different points of view and how those perspectives influence the information or message in a text

Writing Focus: Informational/Explanatory Writing and Opinion Writing

- Plan and organize informational writing by introducing a topic clearly and grouping related information logically
- Use facts, definitions, and concrete details to develop ideas within an explanatory piece
- Write opinion pieces that introduce a clear viewpoint and support it with logically ordered reasons and evidence
- Use linking words and phrases to connect ideas clearly in both informational and opinion writing
- Apply conventions of standard English grammar, spelling, and punctuation in writing
- Revise and edit writing to improve clarity, organization, and word choice
- Publish writing pieces to share with peers and authentic audiences

Disciplinary Concepts for the Unit

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Focus Standards (Major Standards) New Jersey Student Learning Standards
Grade 4 ELA Standards with Practices

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Content Standards: New Jersey Student Learning Standards for English Language Arts	
READING DOMAIN	
(CR) Close Reading of Text: By the end of grade 12, 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.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.	
RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.	
(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.	
RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	
RI.PP.4.5. Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.	
(AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.	
RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.	
(CT) Comparison of Texts: By the end of grade 12, 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.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.	
RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.	
WRITING DOMAIN	
(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	
W.AW.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.

(IW) Informative and Explanatory Writing:

By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.IW.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), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in 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.

(WP) Writing Process:

By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- A. Identify audience, purpose, and intended length of composition before writing.
- B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- C. Consider writing as a process, including self-evaluation, revision and editing.
- D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

(WR) Writing Research:

By the end of grade 12, 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.WR.4.5. Conduct short research projects that use multiple reference sources (print and

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non-print) and build knowledge through investigation of different aspects of a topic.
(RW) Range of Writing: By the end of grade 12, 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.
W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences
SPEAKING AND LISTENING DOMAIN
(PE) Participate Effectively: By the end of grade 12, 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.
SL.PE.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. Explicitly draw on previously read text or material 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.
(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.
(PI) Present Information: By the end of grade 12, 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.
SL.PI.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.

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(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
SL.AS.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.
LANGUAGE DOMAIN
(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
L.WF.4.2 Demonstrate command of the conventions of encoding and spelling. A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. B. Write affixed words that involve a sound or spelling change in the base word. C. Spell grade-appropriate words correctly, consulting references as needed. D. 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.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills: A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue. B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs. C. Use independent clauses and coordinating conjunctions. D. Form irregular verbs; form and use progressive tenses. E. Form and use possessive nouns and pronouns. F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings). G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence. H. Use apostrophes for possession.
(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and

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other basic conventions of written English.
L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
L.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 text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Choose words and phrases to convey ideas precisely. C. Choose punctuation for effect. D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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.
(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.
L.VI.4.3. 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

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context. B. Determine the meaning of words and phrases that allude to significant characters found in literature. C. Recognize and explain the meaning of common idioms, adages, and proverbs. D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	
New Jersey Student Learning Standards: Interdisciplinary <u>New Jersey Student Learning Standards</u>	
Unit 2 Science Standards 4-PS3-1 Use evidence to construct an explanation relating the speed of an object to the energy of that object. 4-PS3-2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. 4-PS3-3 Ask questions and predict outcomes about the changes in energy that occur when objects collide. 4-PS3-4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.	
Unit 2 Social Studies Standards 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government. 6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics and physical characteristics to understand the concept of regionalism. 6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps, and globes to measure distances and determine time zones, and locations using latitude and longitude. 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.	
New Jersey Student Learning Standards: <u>Career Readiness, Life Literacies, and Key Skills</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
You can give back in areas that matter to you.	9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

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New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Individuals can select, organize, and transform data into different visual representations and communicate insights gained from the data.	8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.
Many factors influence the accuracy of inferences and predictions.	8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
New Jersey Student Learning Standards: <u>Climate Change Mandate</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Reading Language Arts	RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures. Climate Change Example: Students may compare and contrast informational texts that chronicle weather events and patterns in regions of the world outside of the United States. W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Climate Change Example: Students may use information from texts they have read to support their opinions on the use of energy and fuels derived from natural resources. 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. SL.PI.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.

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	Climate Change Example: Students may present multiple, evidence-based solutions to reduce the impact that climate change has on humans.
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

Knowledge and Skills

Unit Learning Targets (Objectives):

Students will be able to...

Reading Comprehension & Analysis

- Read closely to determine meaning by questioning, identifying patterns, and focusing on important details
- Refer to the text when answering questions and drawing both explicit and inferential conclusions
- Make personal, text-to-text, and global connections to enhance comprehension
- Summarize literary and informational texts by focusing on key ideas and excluding personal opinions
- Identify the theme of a text and explain how key details support that theme
- Explain how the author uses facts, examples, and evidence to support main ideas
- Determine the main idea of a text and identify supporting key details
- Analyze characters by examining their thoughts, feelings, motivations, and actions
- Identify and explain structural elements of stories, poems, and plays (e.g., stanzas, acts, chapters)
- Analyze and compare the structure of texts (e.g., cause/effect, problem/solution, chronological order)
- Identify signal words that help determine text structure
- Explain how historical events, scientific ideas, or procedures are presented and explained in a text
- Compare and contrast stories written from first-person and third-person points of view
- Describe how a narrator's or speaker's perspective influences the way events are described

- Compare firsthand and secondhand accounts of the same event, focusing on similarities and differences in perspective and presentation.

Fluency and Word Recognition

- Use decoding strategies to read and understand unfamiliar and multisyllabic words
- Apply phonics and word analysis skills in decoding grade-level texts
- Read grade-level prose and poetry aloud with accuracy, appropriate rate, and expression
- Reread as necessary to build fluency and improve comprehension
- Use strategies to support word recognition and overall reading comprehension

Vocabulary Development

- Use context clues, sentence structure, and reference tools to determine the meaning of unfamiliar words and phrases
- Recognize figurative language such as similes and metaphors and explain their meaning
- Identify and understand words that allude to mythology or historical figures (e.g., Herculean)
- Understand and use academic and domain-specific vocabulary in discussions and writing
- Use synonyms and antonyms to build and refine vocabulary
- Choose precise and vivid words to describe actions, feelings, and topics
- Identify and correctly use glossaries and dictionaries (print and digital) to define and clarify words
- Understand the organization and purpose of glossaries and dictionaries

Writing: Opinion & Informational

- Introduce a topic clearly and state an opinion or main idea
- Provide reasons that are supported by facts and details from texts or other sources
- Use linking words and phrases (e.g., for instance, in addition) to connect opinion and reasons
- Create a concluding statement or section related to the opinion or topic
- Produce clear and organized writing that matches task, audience, and purpose
- Revise and edit writing to strengthen clarity, focus, and word choice
- Identify and correct spelling, grammar, and punctuation errors with support
- Use graphic organizers (e.g., story maps, planning charts) to plan written work
- Use digital tools and technology to produce, publish, and collaborate on writing
- Demonstrate basic keyboarding skills and type a minimum of one page in a single sitting

Writing: Conventions and Grammar

- Identify and use adjectives correctly in written and spoken language
- Place adjectives in conventional order within sentences
- Identify and correctly use modal auxiliaries (e.g., can, should, must) to express mood or conditions

- Identify and correctly apply formatting for dialogue and quotations
- Use commas in compound sentences before coordinating conjunctions
- Choose punctuation to create effect and enhance meaning in writing
- Use formal and informal English appropriately depending on the setting or task
- Spell grade-level words correctly and consult reference materials as needed

Speaking and Listening

- Participate in collaborative discussions with partners, small groups, and whole class settings
- Demonstrate active listening by maintaining eye contact, taking turns, and responding to others' ideas
- Engage in structured conversations such as book clubs or buddy reading
- Use previous knowledge and experiences to expand and support discussions
- Report on a topic or text by presenting ideas in a logical and organized sequence
- Speak clearly, using complete sentences and appropriate pace, volume, and tone for the audience
- Present personal ideas and opinions and support them with reasons or evidence
- Adjust speech for different purposes, situations, and audiences (formal vs. informal discourse)

Unit Enduring Understandings:

READING

Students will know how to...

- Determine the meaning of unknown words in a text
- Make inferences and support inferences with evidence from a text
- Determine if a text is written as a firsthand or secondhand account
- Compare and contrast two texts on the same event or topic
- Describe the structure of a text
- Analyze the elements of a play
- Determine the point of view from which a story is narrated
- Compare and contrast the points of view of different stories

WRITING

Students will know how to...

- Write opinion pieces on topics or texts, supporting a point of view with reasons and information
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- Develop and strengthen a writing by planning, revising, and editing
- Use technology to produce and publish writing, as well as collaborate with others

Unit Essential Questions:

READING:

- What is the meaning of this word as it is used in the text? How do you know?
- How does the firsthand account help you understand the events?
- How does the text structure help you understand what the text is about?
- How does the author organize the information in the text?
- What are the elements of a play? How do they help you understand what is happening in the play?

WRITING:

- How do you write opinion pieces on topics or texts, supporting a point of view with reasons and information?
- How do you write informative/explanatory texts to examine a topic and convey ideas and information clearly?
- How do you produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience?

Instructional Plan

Reading and Writing taught through a balanced literacy framework gives all children extended periods of time to read, write, talk and think critically. This, along with high interest accessible books (of their choice) that are on each student's reading level, will provide our students with the essential 21st century literacy skills.

The ELA block will consist of the following components:

Reading

- Interactive Read Aloud- The teacher will read a mentor text to the class, stopping periodically to think aloud, and model how readers interact with a text before, during, and after reading. The teacher will engage students in discussions that enhance meaning and develop critical and analytical thinking.
- Shared Reading- An interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by the teacher. The teacher should highlight places to stop, ask questions, or model the focus strategies. All students must be able to see the print or have access to the chosen text.
 - Geode Readable
 - Magentic Reading

OR

- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.

- Independent Reading- Independent Reading should be incorporated daily. The students will apply what they are learning to books of their choice independently. The teacher will confer with individual readers, partnerships, and/or small groups, providing support as needed.
 - Independent Reading can include Read to Self, Read to Someone, or Read with Computer (iReady, RAZ Kids).
 - During Reading Conferences teachers can provide Goal Setting or incorporate Fluency Checks and Sight Word Checks.
 - Student book bins should include books on independent reading level and at least one choice book.
 - Classroom Library
 - Geode Readables
 - Decodable Readers (Primary Phonics, SPIRE, Reading A-Z Decodable Readers)
- Small Group Instruction- The teacher meets with groups of students to conduct guided reading and/or strategy groups depending on the needs of their students.
 - Guided Reading
 - The students individually read a text that the teacher has selected at the instructional reading level.
 - The teacher supports the students as they read the chosen text. The teacher will coach or prompt students to reinforce independence or provide individual feedback.
 - Strategy Groups
 - The students are placed into a strategy group when the teacher has found that they have a common strategy that needs improvement. Students can be grouped according to common needs based on previously collected assessment data, anecdotal evidence on which students struggled during a particular lesson, or data collected via individual conferences.
 - Foundations Intervention (Grades K-3)
 - The teacher can provide explicit instruction on any phonics concepts the students need more support with.

Writing

- Interactive Read Aloud- Typically used at the start of a unit to expose students to a specific genre of writing. The teacher will read mentor texts to the class and stop periodically to share thoughts, observations, inquiries, and ideas about the texts and authors. The teacher will model how to read like a writer, focusing on the writer's process and craft. It is possible that teachers will NOT read the entire text.

OR

- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
- Independent Writing/Conferring- The students will apply what they are learning to their own writing independently. They will practice or try out what was modeled in the mini-lesson or discussed during an Interactive Read Aloud and make decisions about their writing. The teacher will confer with individual writers, partnerships, and/or small groups, providing support as needed.
- Share- Students share work with their peers offering comments, noticings and/or suggestions.

OCEAN ACADEMY CHARTER SCHOOL Elementary Literacy Framework

Evidence of Student Learning

Formative Assessments

Ongoing tools used to monitor progress and guide instruction:

- Teacher Observations & Anecdotal Notes
- Class Discussions & Activities
- Exit Slips
- Student Journals
- Literature Circles
- Projects
- Homework
- Running Records
- DRA-3 & Fluency Checks
- Magnetic Reading Quizzes
- iReady Skill Lessons
- Open-Ended Responses (short and extended)
- Peer, Teacher, and Student Conferences
- Student Self-Assessments
- Standards-Based Rubrics
- Questionnaires
- Portfolio Collections

Summative Assessments

Assessments that evaluate student understanding at the end of a unit or skill focus:

- End-of-Unit Magnetic Reading Tests

- iReady Lesson & Unit Assessments
 - Open-Ended Questions
 - Reading A-Z Assessments
 - Pre-Writing Assessments
 - Final Projects
-

Benchmark Assessments

Used to measure progress over time and guide long-term planning:

- iReady Diagnostic
 - LinkIt Assessments
 - Monthly Writing Prompts
 - Writing Task Charts
 - End-of-Unit Assessments
-

Alternative Assessments

Supports for individual learning needs:

- Oral Assessments
 - Modified Assignments
 - Follow IEP/504 Plan Accommodations
-

Performance Tasks

Application-based tasks that show learning in action:

- Narrative Writing Pieces
- Reading Notebook Entries
- Written Responses
- Graphic Organizers
- Class Discussions

Suggested Options for Differentiation

Special Education

- Follow all IEP accommodations and modifications

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- Use visuals, graphic organizers, and labeled materials
 - Pre-teach vocabulary
 - Provide guided reading/writing in small groups
 - Allow extra time for assignments and tests
 - Accept oral or dictated responses
 - Use large print, Braille, or audiobooks
 - Read aloud daily
 - Provide peer tutors or classroom buddies
 - Offer choral reading, songs, and chants
 - Provide preferential seating
 - Use a scribe or communication devices when needed
 - Use tiered or differentiated instruction
-

Students with 504 Plans

- Follow 504 Plan accommodations
 - Allow extra time for tasks and assessments
 - Accept oral or dictated responses
 - Use large print or audio versions of texts
 - Provide small group instruction
 - Use tiered or differentiated instruction
 - Offer a scribe or assistive technology if required
-

Students at Risk of School Failure

- Use visuals and real-world connections
 - Pre-teach academic vocabulary
 - Provide peer tutors or buddies
 - Use read-alouds, songs, and choral reading
 - Provide extra time and small group instruction
 - Offer structured routines and scaffolded tasks
 - Use tiered instruction and regular check-ins
-

Gifted and Talented

- Use open-ended and critical thinking questions
- Encourage independent research or choice projects
- Group by interest or ability for centers and tasks
- Provide enrichment activities using Bloom's Taxonomy
- Use leveled texts and an advanced reading list

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- Offer simulations, concept puzzles, and problem-solving tasks
- Allow discovery-based learning—don't over-scaffold
- Use varied assessments and flexible grouping
- Provide opportunities to reflect and debrief
- Include enrichment both in small and whole group formats

Multilingual Learners (MLs)

- Use small group guided reading and writing
- Pre-teach vocabulary with visuals or gestures
- Label classroom items clearly
- Use audiobooks and recorded texts
- Allow extra time and oral/dictated responses
- Incorporate Total Physical Response (TPR) and sketchnotes
- Use realia, visuals, and simplified language
- Collaborate with ESL/ML specialists

Diversity and Inclusion

- Build positive relationships with families
- Incorporate cultural backgrounds into instruction
- Provide alternative assignments and flexible options
- Use closed captioning and clear visual supports
- Display academic vocabulary walls
- Speak clearly and avoid idioms/slang
- Offer outlines or roadmaps for complex material
- Give sufficient wait time before calling on students
- Partner with language specialists and support staff
- Encourage native language use at home while building English fluency
- Maintain a safe, structured classroom environment

Supplemental Resources

Grade 4 Curriculum Map

Instructional Materials:

- Magnetic Reading
 - Science on the Edge by Stephen James O'Meara
 - Drawing Under Ice by Kirsten Carlson
 - From NFL to Space by Wendell Riley
 - Braving the Cave by Lynda Jones

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- The Roots by Alicia Williams
- Hula Keeping a Tradition Fresh by Smithsonian Museum
- Cy Thao Story Painter by Missy McDonald
- Mentor Texts
 - Miss Alaineus by Debra Frasier
 - The True Story of the Three Little Pigs by Jon Scieszka and Lane Smith
 - Lincoln: A Photobiography by Russell Freedman
 - Alexander, the Terrible, Horrible, No Good, Very Bad Day by Judith Viorst
 - Two Bad Ants by Chris Van Allsburg
- iReady - Teachers Toolbox
- Storyworks
- Writing Fundamentals
- Reading Fundamentals: Short Shared Text Collection
- Problem Based Learning Units

Supplemental Resources:

- Reading A to Z
- Read Works
- Flocabulary
- Read Write Think
- Graphic Organizers
- BrainPop and BrainPop Jr.

Intervention Materials:

- iReady Tools for Scaffolding
- Leveled Readers
- Flexible Grouping
- Stations or Learning Centers
- Choice Boards

Teacher Notes

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OCEAN ACADEMY CHARTER SCHOOL Trimester 3 Overview	
Content Area: English Language Arts	
Unit Title: Trimester 3	Duration: 60 days
Target Course/Grade Level: Grade 4	
Introduction/Unit Focus: In this unit, students will explore a range of literary and informational texts with a focus on understanding how authors build meaning and support ideas. They will analyze poetry, compare fictional stories, and interpret visual elements to enhance comprehension. Students will also deepen their understanding of nonfiction by identifying reasons and evidence used by authors and integrating information across multiple sources. Through this work, students will develop their ability to analyze text structure and draw thoughtful comparisons across texts. In writing, students will focus on informational and explanatory writing. They will learn to present information clearly and logically, using appropriate organizational structures, topic development, and supporting details to inform or explain a topic to their audience. Reading Focus: Fiction and Nonfiction ➤ Explain how authors use reasons and evidence to support their points in informational texts ➤ Integrate information from two or more texts on the same topic to develop a fuller understanding ➤ Analyze the structure and elements of poetry, including figurative language, rhythm, and mood ➤ Compare and contrast themes, settings, and plots across different stories and texts ➤ Interpret visual and graphic features—such as charts, diagrams, and illustrations—to support comprehension ➤ Identify and describe various text structures (e.g., problem/solution, cause/effect, chronological order) and explain how they contribute to meaning Writing Focus: Informational/Explanatory Writing ➤ Introduce a clearly defined topic and organize ideas logically ➤ Use facts, definitions, examples, and concrete details to develop the topic ➤ Apply transition words and phrases to connect ideas and information	

- Maintain a formal tone appropriate for informative writing
- Use proper grammar, spelling, punctuation, and capitalization
- Revise and edit drafts to improve clarity, organization, and style
- Publish final drafts and share writing with an audience through written or digital formats

Disciplinary Concepts for the Unit

Standard 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

Standard 9.2 Career Awareness, Exploration, Preparation and Training

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Standard 9.4 Life Literacies and Key Skills

This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocide in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Diversity and Inclusion: C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416).

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Focus Standards (Major Standards) [New Jersey Student Learning Standards](#) [Grade 4 ELA Standards with Practices](#)

Content Standards: [New Jersey Student Learning Standards for](#) [English Language Arts](#)

READING DOMAIN

(CR) Close Reading of Text:

By the end of grade 12, 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.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

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(TS) Text Structure: By the end of grade 12, 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.TS.4.4. 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.
(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.
RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
(AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.
RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
(CT) Comparison of Texts: By the end of grade 12, 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.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.
WRITING DOMAIN
(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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W.IW.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), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in 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.

(WP) Writing Process:

By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- A. Identify audience, purpose, and intended length of composition before writing.
- B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- C. Consider writing as a process, including self-evaluation, revision and editing.
- D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

(WR) Writing Research:

By the end of grade 12, 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.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

(SE) Sources of Evidence:

By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

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(RW) Range of Writing: By the end of grade 12, 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.
W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences
SPEAKING AND LISTENING DOMAIN
(PE) Participate Effectively: By the end of grade 12, 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.
SL.PE.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. Explicitly draw on previously read text or material 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.
(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.
(PI) Present Information: By the end of grade 12, 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.
SL.PI.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.
(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to

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express information and enhance understanding of presentations.
SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
SL.AS.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.
LANGUAGE DOMAIN
(RF) Foundational Skills: Reading Language: By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.
L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; 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.
L.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 text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
(WF) Foundational Skills: Writing Language: By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.
L.WF.4.2 Demonstrate command of the conventions of encoding and spelling. A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. B. Write affixed words that involve a sound or spelling change in the base word. C. Spell grade-appropriate words correctly, consulting references as needed. D. 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.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills: A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.

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B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs. C. Use independent clauses and coordinating conjunctions. D. Form irregular verbs; form and use progressive tenses. E. Form and use possessive nouns and pronouns. F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings). G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence. H. Use apostrophes for possession.
(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.
L.VI.4.3. 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. Determine the meaning of words and phrases that allude to significant characters found in literature. C. Recognize and explain the meaning of common idioms, adages, and proverbs. D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases. B. Choose words and phrases to convey ideas precisely. C. Choose punctuation for effect. D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.
L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific 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.

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- 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.

New Jersey Student Learning Standards: Interdisciplinary Connections
New Jersey Student Learning Standards

Unit 3 Science Standards

- 4-PS4-1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
- 4-PS4-2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
- 4-PS4-3 Generate and compare multiple solutions that use patterns to transfer information.

Unit 3 Social Studies Standards

- 6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
- 6.1.5.CivicsHR2: Research and cite evidence for how the actions of Dr. Martin Luther King Jr. and other historical civil rights leaders served as catalysts for social change, inspiring social activism in subsequent generations.
- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills

Core Ideas	Performance Expectations (Identified with Standard Number and statement)
An individual's passions, aptitude and skills can affect his/her employment and earning potential.	➤ 9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. ➤ 9.2.5.CAP.2: Identify how you might like to earn an income. ➤ 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. ➤ 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.	➤ 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6). ➤ 9.4.5.CI.2: Investigate a persistent local or

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	global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
New Jersey Student Learning Standards: <u>Computer Science and Design Thinking</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Data can be organized, displayed, and presented to highlight relationships.	8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
The type of data being stored affects the storage requirements.	8.1.5.DA.2: Compare the amount of storage space required for different types of data.
New Jersey Student Learning Standards: <u>Climate Change Mandate</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Reading Language Arts	RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures. Climate Change Example: Students may compare and contrast informational texts that chronicle weather events and patterns in regions of the world outside of the United States. W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Climate Change Example: Students may use information from texts they have read to support their opinions on the use of energy and fuels derived from natural resources. 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.

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	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. SL.PI.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. Climate Change Example: Students may present multiple, evidence-based solutions to reduce the impact that climate change has on humans.
People develop ideas and understandings of society, culture and history through their interactions with and analysis of art.	1.5.5.Cn11b: Communicate how art is used to inform others about global issues, including climate change.
Energy and fuels that humans use are derived from natural sources and their use affects the environment in multiple ways. Some resources are renewable over time and others are not.	4-ESS3-1: Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Knowledge and Skills
Unit Learning Targets (Objectives): <i>Students will be able to...</i> Reading Comprehension & Analysis ➤ Read closely to determine meaning by questioning, identifying important ideas, and noticing patterns ➤ Make personal, text-to-text, and world connections to enhance understanding ➤ Refer to the text when answering direct questions or drawing logical conclusions ➤ Use evidence from the text to support explanations and inferences ➤ Analyze characters and speakers by examining their thoughts, actions, and motivations ➤ Determine a story's theme and explain how it is supported by key details ➤ Identify and describe key story elements including character, setting, and plot ➤ Examine story elements for both literal meaning and deeper understanding ➤ Summarize literary and informational texts by focusing on central ideas and important information ➤ Compare and contrast two texts of the same genre to identify common themes or topics

- Identify reasons and evidence an author uses to support claims or ideas
- Analyze how an author uses evidence to support specific points
- Read two texts on the same subject and explain how the information connects or differs
- Synthesize details from multiple sources to demonstrate understanding in a written or oral response
- Understand the structure of a text and how it organizes information (e.g., cause/effect, problem/solution)
- Identify text features and signal words that indicate text structure
- Explain differences among poems, drama, and prose and recognize their unique elements
- Describe how structural elements support meaning in texts and presentations
- Analyze various formats (media, charts, diagrams, visuals) to gather and interpret key ideas
- Interpret information from different media sources to support comprehension and analysis
- Explain how visual or audio elements add meaning to a text or topic

Fluency & Word Recognition

- Accurately read grade-level poetry and prose aloud with appropriate rate and expression
- Reread text to improve fluency, accuracy, and understanding
- Use decoding strategies to read and understand unfamiliar or multisyllabic words
- Apply phonics, spelling, and context clues to determine the meaning of words in context
- Use a variety of strategies to support word recognition and purposeful reading

Vocabulary & Language Development

- Use context clues to figure out the meaning of unfamiliar words and phrases
- Identify and interpret figurative language, including similes and metaphors
- Recognize and explain common idioms, adages, and proverbs in text
- Determine the meaning of domain-specific and academic vocabulary in texts
- Identify words that allude to characters, myths, or historical figures (e.g., Herculean)
- Use glossaries and dictionaries (print and digital) to define and clarify vocabulary
- Understand the structure and purpose of glossaries and reference tools
- Use synonyms and antonyms to expand word knowledge
- Choose precise vocabulary to describe actions, emotions, and topics in speech and writing
- Apply grade-appropriate vocabulary when discussing academic or subject-specific content

Writing: Informational & Explanatory

- Clearly introduce a topic and compose a focused thesis statement

- Organize ideas into paragraphs and sections that relate to the topic
- Use appropriate text features (e.g., headings, illustrations) to support the information
- Use linking words and transitions to connect ideas within and between paragraphs
- Select and use specific vocabulary to convey information clearly
- Provide a conclusion that reflects the main idea or explanation
- Use technology and digital tools to produce, publish, and collaborate on writing
- Demonstrate keyboarding proficiency and type a page in one sitting

Writing: Planning, Revising & Conventions

- Produce writing that is clear and easy to understand
- Plan writing using graphic organizers like story maps, mountains, or frames
- Identify the purpose and structure of different writing tasks
- Revise and edit writing to improve sentence structure and word choice
- Recognize and correct grammar, punctuation, and spelling errors with support
- Use checklists, peer feedback, and conferencing to improve written work

Writing: Grammar & Sentence Structure

- Write complete sentences consistently and avoid fragments or run-ons
- Revise fragments and run-ons to improve sentence fluency
- Identify and correctly use coordinating conjunctions and commas in compound sentences
- Recognize and use prepositions and prepositional phrases in reading and writing
- Use quotation marks correctly when writing direct speech
- Choose punctuation for effect and clarity in writing
- Use both formal and informal English appropriately depending on the context
- Spell grade-level words correctly and use reference materials when needed

Speaking & Listening

- Participate in structured class discussions and collaborative conversations
- Demonstrate active listening skills (e.g., eye contact, turn taking, building on others' ideas)
- Contribute to whole group, small group, and partner discussions
- Expand discussions using background knowledge or personal experience
- Report on a topic or text using organized, logical, and coherent speech
- Present information orally with clear pacing and complete sentences
- Share personal opinions with supporting evidence
- Summarize information heard or seen in multiple formats
- Restate main points and supporting details from texts presented orally

Research & Inquiry

- Use print and digital sources to gather and organize information

- Take notes and categorize ideas by topic
- Include personal knowledge and experiences when appropriate
- Keep a list of sources used for research
- Use reading strategies to investigate informational and literary topics
- Combine information from several sources to demonstrate subject knowledge
- Reflect on research findings and communicate understanding clearly

Unit Enduring Understandings:

READING

Students will know how to...

- Explain how an author uses reasons and evidence to support points in a text
- Integrate information from multiple texts on the same topic
- Compare and contrast stories in the same genre
- Interpret Visual information and explain how the information contributes to the text
- Determine the overall structure of a nonfiction text

WRITING

Students will know how to...

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- Develop and strengthen a writing by planning, revising, and editing
- Use technology to produce and publish writing, as well as collaborate with others

Unit Essential Questions:

READING

- What reasons or evidence does the author give to support the point?
- What did you learn from the text?
- How do you know this is a poem and not a story?
- What is the theme or message?
- What is similar? What is different?
- How did the visual help you understand more about the topic?
- How does the text structure contribute to your understanding of the text?

WRITING:

- How do you write informative/explanatory texts to examine a topic and convey ideas and information clearly?
- How do you produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience?

Reading and Writing taught through a balanced literacy framework gives all children extended periods of time to read, write, talk and think critically. This, along with high interest accessible books (of their choice) that are on each student's reading level, will provide our students with the essential 21st century literacy skills.

The ELA block will consist of the following components:

Reading

- Interactive Read Aloud- The teacher will read a mentor text to the class, stopping periodically to think aloud, and model how readers interact with a text before, during, and after reading. The teacher will engage students in discussions that enhance meaning and develop critical and analytical thinking.
- Shared Reading- An interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by the teacher. The teacher should highlight places to stop, ask questions, or model the focus strategies. All students must be able to see the print or have access to the chosen text.
 - Geode Readable
 - Magnetic Reading

OR

- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
- Independent Reading- Independent Reading should be incorporated daily. The students will apply what they are learning to books of their choice independently. The teacher will confer with individual readers, partnerships, and/or small groups, providing support as needed.
 - Independent Reading can include Read to Self, Read to Someone, or Read with Computer (iReady, RAZ Kids).
 - During Reading Conferences teachers can provide Goal Setting or incorporate Fluency Checks and Sight Word Checks.
 - Student book bins should include books on independent reading level and at least one choice book.
 - Classroom Library
 - Geode Readables
 - Decodable Readers (Primary Phonics, SPIRE, Reading A-Z Decodable Readers)
- Small Group Instruction- The teacher meets with groups of students to conduct guided reading and/or strategy groups depending on the needs of their students.
 - Guided Reading

- The students individually read a text that the teacher has selected at the instructional reading level.
- The teacher supports the students as they read the chosen text. The teacher will coach or prompt students to reinforce independence or provide individual feedback.
- Strategy Groups
 - The students are placed into a strategy group when the teacher has found that they have a common strategy that needs improvement. Students can be grouped according to common needs based on previously collected assessment data, anecdotal evidence on which students struggled during a particular lesson, or data collected via individual conferences.
- Foundations Intervention (Grades K-3)
 - The teacher can provide explicit instruction on any phonics concepts the students need more support with.

Writing

- Interactive Read Aloud- Typically used at the start of a unit to expose students to a specific genre of writing. The teacher will read mentor texts to the class and stop periodically to share thoughts, observations, inquiries, and ideas about the texts and authors. The teacher will model how to read like a writer, focusing on the writer's process and craft. It is possible that teachers will NOT read the entire text.
- OR**
- Mini-Lesson- The teacher will revisit a mentor text, set the purpose, and model a specific skill or strategy. The teacher will guide students as they quickly practice the taught skill or strategy.
 - Independent Writing/Conferring- The students will apply what they are learning to their own writing independently. They will practice or try out what was modeled in the mini-lesson or discussed during an Interactive Read Aloud and make decisions about their writing. The teacher will confer with individual writers, partnerships, and/or small groups, providing support as needed.
 - Share- Students share work with their peers offering comments, noticings and/or suggestions.

OCEAN ACADEMY CHARTER SCHOOL Elementary Literacy Framework

Evidence of Student Learning

Formative Assessments

Ongoing tools used to monitor progress and guide instruction:

- Teacher Observations & Anecdotal Notes
 - Class Discussions & Activities
 - Exit Slips
 - Student Journals
 - Literature Circles
 - Projects
 - Homework
 - Running Records
 - DRA-3 & Fluency Checks
 - Magnetic Reading Quizzes
 - iReady Skill Lessons
 - Open-Ended Responses (short and extended)
 - Peer, Teacher, and Student Conferences
 - Student Self-Assessments
 - Standards-Based Rubrics
 - Questionnaires
 - Portfolio Collections
-

Summative Assessments

Assessments that evaluate student understanding at the end of a unit or skill focus:

- End-of-Unit Magnetic Reading Tests
 - iReady Lesson & Unit Assessments
 - Open-Ended Questions
 - Reading A-Z Assessments
 - Pre-Writing Assessments
 - Final Projects
-

Benchmark Assessments

Used to measure progress over time and guide long-term planning:

- iReady Diagnostic
 - LinkIt Assessments
 - Monthly Writing Prompts
 - Writing Task Charts
 - End-of-Unit Assessments
-

Alternative Assessments

Supports for individual learning needs:

- Oral Assessments
 - Modified Assignments
 - Follow IEP/504 Plan Accommodations
-

Performance Tasks

Application-based tasks that show learning in action:

- Narrative Writing Pieces
- Reading Notebook Entries
- Written Responses
- Graphic Organizers
- Class Discussions

Suggested Options for Differentiation

Special Education

- Follow all IEP accommodations and modifications
 - Use visuals, graphic organizers, and labeled materials
 - Pre-teach vocabulary
 - Provide guided reading/writing in small groups
 - Allow extra time for assignments and tests
 - Accept oral or dictated responses
 - Use large print, Braille, or audiobooks
 - Read aloud daily
 - Provide peer tutors or classroom buddies
 - Offer choral reading, songs, and chants
 - Provide preferential seating
 - Use a scribe or communication devices when needed
 - Use tiered or differentiated instruction
-

Students with 504 Plans

- Follow 504 Plan accommodations
- Allow extra time for tasks and assessments
- Accept oral or dictated responses
- Use large print or audio versions of texts

- Provide small group instruction
 - Use tiered or differentiated instruction
 - Offer a scribe or assistive technology if required
-

Students at Risk of School Failure

- Use visuals and real-world connections
 - Pre-teach academic vocabulary
 - Provide peer tutors or buddies
 - Use read-alouds, songs, and choral reading
 - Provide extra time and small group instruction
 - Offer structured routines and scaffolded tasks
 - Use tiered instruction and regular check-ins
-

Gifted and Talented

- Use open-ended and critical thinking questions
 - Encourage independent research or choice projects
 - Group by interest or ability for centers and tasks
 - Provide enrichment activities using Bloom's Taxonomy
 - Use leveled texts and an advanced reading list
 - Offer simulations, concept puzzles, and problem-solving tasks
 - Allow discovery-based learning—don't over-scaffold
 - Use varied assessments and flexible grouping
 - Provide opportunities to reflect and debrief
 - Include enrichment both in small and whole group formats
-

Multilingual Learners (MLs)

- Use small group guided reading and writing
 - Pre-teach vocabulary with visuals or gestures
 - Label classroom items clearly
 - Use audiobooks and recorded texts
 - Allow extra time and oral/dictated responses
 - Incorporate Total Physical Response (TPR) and sketchnotes
 - Use realia, visuals, and simplified language
 - Collaborate with ESL/ML specialists
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Diversity and Inclusion

- Build positive relationships with families
- Incorporate cultural backgrounds into instruction
- Provide alternative assignments and flexible options
- Use closed captioning and clear visual supports
- Display academic vocabulary walls
- Speak clearly and avoid idioms/slang
- Offer outlines or roadmaps for complex material
- Give sufficient wait time before calling on students
- Partner with language specialists and support staff
- Encourage native language use at home while building English fluency
- Maintain a safe, structured classroom environment

Supplemental Resources

Grade 4 Curriculum Map

Instructional Materials:

- Magnetic Reading
 - Panda Power by Marcy Lindeen
 - From Race Cars to Solar Cells by Alice Cary
 - Powering a Community by Theresa Liberatore
 - Title IX A Win for Equality by Sharon Wexler
 - Finishing Strong by Jill Korey O'Sullivan
- Mentor Texts
 - Into the Sea by Brenda Z. Guiberson
 - A Walk in the Rainforest by Kristin Joy Pratt
 - The Top of the World: Climbing Mount Everest by Steve Jenkins
 - Casey at the Bat by Ernest Thayer
 - Where the Sidewalk Ends by Shel Silverstein
 - Owl Moon by Jane Yolen
 - The Butterfly by Patricia Polacco
 - Mufaro's Beautiful Daughters by John Steptoe
 - Tales of the Fourth Grade Nothing by Judy Blume
- iReady - Teachers Toolbox
- Storyworks
- Writing Fundamentals
- Reading Fundamentals: Short Shared Text Collection
- Problem Based Learning Units

Supplemental Resources:

- Reading A to Z Website

Ocean Academy Charter School
Curriculum Guide
Grade 4 - ELA

- Read Works
- Flocabulary
- Read Write Think
- Graphic Organizers
- BrainPop and BrainPop Jr.

Intervention Materials:

- iReady Tools for Scaffolding
- Leveled Readers
- Flexible Grouping
- Stations or Learning Centers
- Tiered Assignments

Teacher Notes