

Reading - Literature		Strand: Key Ideas and Details	
New Jersey Student Learning Standards:			
<p>RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.4.2. Determine the key details to identify theme of a story, drama, or poem from details in the text and summarize the text.</p> <p>RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p>			
Big Ideas:			
<ul style="list-style-type: none"> Individuals who read through whole and small group instruction will become more independent readers and will increase his/her reading comprehension skills. 			
Essential Questions:		Enduring Understandings:	
<ul style="list-style-type: none"> How will recalling details and drawing inferences increase my comprehension of the events and characters within the story? How will evaluating the text increase my comprehension of the story? How do you recognize a character, setting, or main event? What is a theme? How does summarizing help you prioritize information in a story? 		<ul style="list-style-type: none"> Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension. Good readers compare, infer, synthesize, and make connections to make text personally relevant and useful. 	
Knowledge, Skills, and Instructional Objectives:			
<ul style="list-style-type: none"> Students will be able to identify story elements. Students will be able to use comprehension strategies while reading, that include making predictions and connections, asking questions, visualizing, summarizing, understanding vocabulary, inferring, and evaluating. 			
Instructional Materials/Resources:		Suggested Vocabulary	
<ul style="list-style-type: none"> MacMillan/McGraw Hill Reading Measuring Up Express – NJ ASK Language Arts Daily Warm Ups for Reading Leveled Readers Chapter Books/Units of Study <ul style="list-style-type: none"> Tales of a Fourth Grade Nothing – Judy Blume Frindle – Andrew Clements James and the Giant Peach – Roald Dahl How to Eat Fried Worms – Thomas Rockwell Chris Van Allsburg author study Folklore unit Biography unit Time for Kids Modern Curriculum Press – Word Study – Level D Teacher Created Materials Picture books 		Teacher or students will select unknown or interesting vocabulary words to be further defined and examined.	
		Technology:	
		<ul style="list-style-type: none"> Study Island iPads Safari Montage ActivBoard/Promethean Planet Document camera Internet websites Books on tape 	
		8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.4; 8.1.5.B.1; 8.1.5.E.1	
Recommended Instructional Activities:			
<ul style="list-style-type: none"> Whole group – stories will be teacher directed and strategies will be modeled for small group or independent activities <ul style="list-style-type: none"> Literacy program materials Word study Genre/author study Mini-lessons Think Aloud/Read Aloud Class discussion Graphic organizers Student presentations 			

Eastampton Township School District

Curriculum Guide

Grade: 4th Grade Content Area: Language Arts

<ul style="list-style-type: none"> ○ QAR questioning ● Small Group <ul style="list-style-type: none"> ○ leveled reading ○ cooperative group activities ○ Think Aloud/Read Aloud ○ Graphic organizers ○ Literacy program materials ○ Partner reading ○ QAR questioning ● Independent <ul style="list-style-type: none"> ○ Reading response log ○ Literacy program materials ○ Graphic organizers ○ SSR ○ Reading response journal ○ QAR questioning 	
<p>Extension Strategies/Activities: Reading response journal</p>	<p>Modification Strategies/Activities: Modified assignments, quizzes, and tests; small group or partner work; copies of notes; advance notice of quizzes and tests – see IEP/504 for further modifications.</p>
<p>Cross-curricular Connections/Standards: Visual and Performing Arts: 1.1.5.B.1; 1.1.5.D.1 21st Century Standards: CRP1; CRP3; CRP6; CRP11; CRP12</p>	
<p>Suggested Assessments:</p> <ul style="list-style-type: none"> ○ Effective questioning ○ Teacher observation ○ Conferencing ○ Oral responses ○ Graphic organizers ○ Teacher made tests and quizzes ○ Warm up activities ○ QAR questioning 	
<p>Reading - Literature</p>	<p>Strand: Craft and Structure</p>
<p>New Jersey Student Learning Standards:</p> <p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> ● Individuals who read through whole and small group instruction will become more independent readers and will increase his/her reading comprehension skills. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What do you do when you come to words or phrases you do not know? ● How does understanding word relationships improve your vocabulary as you read? ● How is poetry different from prose? ● Do you agree with the way the characters are thinking or acting in the story? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Students will continue to tell the meaning of words and phrases in a text and focus specifically on mythological characters. ● Students must tell the differences between poems, drama, and prose using structural elements to create an oral or written response to a text. ● Students will find the similarities and differences in the narration between a story written in first person and a story

Eastampton Township School District

Curriculum Guide

Grade: 4th Grade Content Area: Language Arts

written in third person point of view.	
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> • Students will be able to identify story elements. • Students will be able to use comprehension strategies while reading, that include making predictions and connections, asking questions, visualizing, summarizing, understanding vocabulary, inferring, and evaluating. 	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> • MacMillan/McGraw Hill Reading • Measuring Up Express – NJ ASK Language Arts • Daily Warm Ups for Reading • Leveled Readers • Chapter Books/Units of Study <ul style="list-style-type: none"> ○ Tales of a Fourth Grade Nothing – Judy Blume ○ Frindle – Andrew Clements ○ James and the Giant Peach – Roald Dahl ○ How to Eat Fried Worms – Thomas Rockwell ○ Chris Van Allsburg author study ○ Folklore unit ○ Biography unit • Time for Kids • Modern Curriculum Press – Word Study – Level D • Teacher Created Materials • Picture books 	<p>Suggested Vocabulary Teacher or students will select unknown or interesting vocabulary words to be further defined and examined.</p> <p>Technology:</p> <ul style="list-style-type: none"> • Study Island • iPads • Safari Montage • ActivBoard/Promethean Planet • Document camera • Spelling and Phonics websites <p>8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.4; 8.1.5.B.1; 8.1.5.E.1</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> • Whole group – stories will be teacher directed and strategies will be modeled for small group or independent activities <ul style="list-style-type: none"> ○ Literacy program materials ○ Word study ○ Genre/author study ○ Mini-lessons ○ Think Aloud/Read Aloud ○ Class discussion ○ Graphic organizers ○ Student presentations ○ QAR questioning • Small Group <ul style="list-style-type: none"> ○ leveled reading ○ cooperative group activities ○ Think Aloud/Read Aloud ○ Graphic organizers ○ Literacy program materials ○ QAR questioning • Independent <ul style="list-style-type: none"> ○ Reading response log ○ Literacy program materials ○ Graphic organizers ○ Reading response journal ○ QAR questioning 	
<p>Extension Strategies/Activities: Reading response journal</p>	<p>Modification Strategies/Activities: Modified assignments, quizzes, and tests; small group or partner work; copies of notes; advance notice of quizzes and tests – see IEP/504 for further modifications.</p>
<p>Cross-curricular Connections/Standards: Visual and Performing Arts: 1.1.5.B.1; 1.1.5.D.1 21st Century Standards: CRP1; CRP3; CRP6; CRP11; CRP12.</p>	
<p>Suggested Assessments:</p> <ul style="list-style-type: none"> ○ Effective questioning ○ Teacher observation ○ Conferencing 	

Eastampton Township School District

Curriculum Guide

Grade: 4th Grade Content Area: Language Arts

- Oral responses
- Graphic organizers
- Teacher made tests and quizzes
- Warm up activities
- QAR questioning

Reading - Literature

Strand: Integration of Knowledge and Ideas

New Jersey Student Learning Standards:

RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

RL.4.8. (Not applicable to literature)

RL.4.9. Compare and contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g. Mysteries and adventure stories) on their approaches to similar themes and topics.

Big Ideas:

- Individuals who read through whole and small group instruction will become more independent readers and will increase his/her reading comprehension skills.

Essential Questions:

- What is the same about how the story is presented visually (illustrations) and in writing? What is different?
- What happened to the characters that is the same and/or different?
- How did characters solve problems in different ways across texts?
- How is the plot/theme the same or different across texts?

Enduring Understandings:

- Students will be able to connect the reading of the text in a story to listening or viewing the same story.
- They will make connections by comparing what they read to what they visualized and heard.
- Students will find similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature.

Knowledge, Skills, and Instructional Objectives:

- Students will be able to identify story elements.
- Students will be able to use comprehension strategies while reading, that include making predictions and connections, asking questions, visualizing, summarizing, understanding vocabulary, inferring, and evaluating.

Instructional Materials/Resources:

- MacMillan/McGraw Hill Reading
- Measuring Up Express – NJ ASK Language Arts
- Daily Warm Ups for Reading
- Leveled Readers
- Chapter Books/Units of Study
 - Tales of a Fourth Grade Nothing – Judy Blume
 - Frindle – Andrew Clements
 - James and the Giant Peach – Roald Dahl
 - How to Eat Fried Worms – Thomas Rockwell
 - Chris Van Allsburg author study
 - Folklore unit
 - Biography unit
- Time for Kids
- Modern Curriculum Press – Word Study – Level D
- Teacher Created Materials
- Picture books

Suggested Vocabulary

Teacher or students will select unknown or interesting vocabulary words to be further defined and examined.

Technology:

- Study Island
- iPads
- Safari Montage
- ActivBoard/Promethean Planet
- Document camera
- Spelling and Phonics websites

8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.4; 8.1.5.B.1; 8.1.5.E.1

Recommended Instructional Activities:

- Whole group – stories will be teacher directed and strategies will be modeled for small group or independent activities
 - Literacy program materials
 - Word study
 - Genre/author study
 - Mini-lessons
 - Think Aloud/Read Aloud
 - Class discussion
 - Graphic organizers
 - Student presentations

Eastampton Township School District

Curriculum Guide

Grade: 4th Grade Content Area: Language Arts

<ul style="list-style-type: none"> ○ QAR questioning ● Small Group <ul style="list-style-type: none"> ○ leveled reading ○ cooperative group activities ○ Think Aloud/Read Aloud ○ Graphic organizers ○ Literacy program materials ○ Partner reading ○ QAR questioning ● Independent <ul style="list-style-type: none"> ○ Reading response log ○ Literacy program materials ○ Graphic organizers ○ SSR ○ Reading response journal ○ QAR questioning 	
<p>Extension Strategies/Activities: Reading response journal</p>	<p>Modification Strategies/Activities: Modified assignments, quizzes, and tests; small group or partner work; copies of notes; advance notice of quizzes and tests – see IEP/504 for further modifications.</p>
<p>Cross-curricular Connections/Standards: Visual and Performing Arts: 1.1.5.B.1; 1.1.5.D.1 21st Century Standards: CRP1; CRP3; CRP6; CRP11; CRP12</p>	
<p>Suggested Assessments:</p> <ul style="list-style-type: none"> ○ Effective questioning ○ Teacher observation ○ Conferencing ○ Oral responses ○ Graphic organizers ○ Teacher made tests and quizzes ○ Warm up activities ○ QAR questioning 	
<p>Reading - Literature</p>	<p>Strand: Range of Reading and Level of Text Complexity</p>
<p>New Jersey Student Learning Standards: RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at grade level text-complexity or above with scaffolding as needed.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> ● Students acquire the habits of reading independently which are essential to their future success. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do you acquire the habits of reading independently? ● How do you use reading comprehension strategies to improve your independent reading ability? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Fourth grade students are capable of reading and understanding a variety of literature with assistance provided at the higher end.
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> ● Students will be able to identify story elements. ● Students will be able to use comprehension strategies while reading, that include making predictions and connections, asking questions, visualizing, summarizing, understanding vocabulary, inferring, and evaluating. 	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> ● MacMillan/McGraw Hill Reading ● Measuring Up Express – NJ ASK Language Arts ● Daily Warm Ups for Reading ● Leveled Readers ● Chapter Books/Units of Study <ul style="list-style-type: none"> ○ Tales of a Fourth Grade Nothing – Judy Blume ○ Frindle – Andrew Clements ○ James and the Giant Peach – Roald Dahl ○ How to Eat Fried Worms – Thomas Rockwell 	<p>Suggested Vocabulary Teacher or students will select unknown or interesting vocabulary words to be further defined and examined.</p> <p>Technology:</p> <ul style="list-style-type: none"> ● Study Island ● iPads ● Safari Montage ● ActivBoard/Promethean Planet ● Document camera ● Spelling and Phonics websites

Eastampton Township School District

Curriculum Guide

Grade: 4th Grade Content Area: Language Arts

<ul style="list-style-type: none">○ Chris Van Allsburg author study○ Folklore unit○ Biography unit● Time for Kids● Modern Curriculum Press – Word Study – Level D● Teacher Created Materials● Picture books	8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.4; 8.1.5.B.1; 8.1.5.E.1
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none">● Whole group – stories will be teacher directed and strategies will be modeled for small group or independent activities<ul style="list-style-type: none">○ Literacy program materials○ Word study○ Genre/author study○ Mini-lessons○ Think Aloud/Read Aloud○ Class discussion○ Graphic organizers○ Student presentations○ QAR questioning● Small Group<ul style="list-style-type: none">○ leveled reading○ cooperative group activities○ Think Aloud/Read Aloud○ Graphic organizers○ Literacy program materials○ Partner reading○ QAR questioning● Independent<ul style="list-style-type: none">○ Reading response log○ Literacy program materials○ Graphic organizers○ SSR○ Reading response journal○ QAR questioning	
<p>Extension Strategies/Activities: Reading response journal</p>	<p>Modification Strategies/Activities: Modified assignments, quizzes, and tests; small group or partner work; copies of notes; advance notice of quizzes and tests – see IEP/504 for further modifications.</p>
<p>Cross-curricular Connections/Standards: Visual and Performing Arts: 1.1.5.B.1; 1.1.5.D.1 21st Century Standards: CRP1; CRP3; CRP6; CRP11; CRP12</p>	
<p>Suggested Assessments:</p> <ul style="list-style-type: none">○ Effective questioning○ Teacher observation○ Conferencing○ Oral responses○ Graphic organizers○ Teacher made tests and quizzes○ Warm up activities○ QAR questioning	
<p>Modifications for SpEd/ELL/Students at Risk/Gifted: Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I-Team Intervention Plan , and may include (but not limited to) the following: Presentation accommodations:</p> <ul style="list-style-type: none">● Listen to audio recordings instead of reading text● Learn content from audio books, movies, videos and digital media instead of reading print versions● Use alternate texts at lower readability level● Work with fewer items per page or line and/or materials in a larger print size● Use magnification device, screen reader, or Braille/Nemeth Code	

Eastampton Township School District

Curriculum Guide

Grade: 4th Grade Content Area: Language Arts

- Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teachers' lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations:

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing task

Scheduling accommodations:

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization skills accommodations:

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordination assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum modifications:

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)

Eastampton Township School District

Curriculum Guide

Grade: 4th Grade Content Area: Language Arts



Reading – Informational Text		Strand: Key Ideas and Details
New Jersey Student Learning Standards:		
<p>RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>		
Big Ideas:		
<ul style="list-style-type: none"> Individuals who read through whole and small group instruction will become more independent readers and will increase his/her reading comprehension skills. 		
Essential Questions:		Enduring Understandings:
<ul style="list-style-type: none"> How will recalling details and drawing inferences increase my understanding of the reading selection? How will evaluating the text increase my comprehension of the information? How will summarizing events based on specific information in the text increase my understanding? 		<ul style="list-style-type: none"> Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension. Good readers compare, infer, synthesize, and make connections to make text personally relevant and useful.
Knowledge, Skills, and Instructional Objectives:		
<ul style="list-style-type: none"> Students will be able to identify important details and events from a text. Students will be able to summarize specific events and details from a text. Students will be able to use comprehension strategies while reading, that include making predictions and connections, asking questions, visualizing, summarizing, understanding vocabulary, inferring, and evaluating. Students will be able to research and explore a famous person's biography and create a presentation for the class. 		
Instructional Materials/Resources:		Suggested Vocabulary
<ul style="list-style-type: none"> MacMillan/McGraw Hill Reading Measuring Up Express – NJ ASK Language Arts Daily Warm Ups for Reading Leveled Readers Chapter Books/Units of Study <ul style="list-style-type: none"> Biography unit Time for Kids Modern Curriculum Press – Word Study – Level D Teacher Created Materials Picture books 		Teacher or students will select unknown or interesting vocabulary words to be further defined and examined.
		Technology:
		<ul style="list-style-type: none"> Study Island iPads Safari Montage ActivBoard/Promethean Planet Document camera Internet websites 8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.4; 8.1.5.B.1; 8.1.5.E.1
Recommended Instructional Activities:		
<ul style="list-style-type: none"> Whole group – stories will be teacher directed and strategies will be modeled for small group or independent activities <ul style="list-style-type: none"> Literacy program materials Word study Genre/author study Mini-lessons Think Aloud/Read Aloud Class discussion Graphic organizers Student presentations QAR questioning Small Group <ul style="list-style-type: none"> leveled reading cooperative group activities Think Aloud/Read Aloud Graphic organizers 		

Eastampton Township School District

Curriculum Guide

Grade: 4th Grade Content Area: Language Arts

<ul style="list-style-type: none"> ○ Literacy program materials ○ Partner reading ○ QAR questioning ● Independent <ul style="list-style-type: none"> ○ Reading response log ○ Literacy program materials ○ Graphic organizers ○ SSR ○ Reading response journal ○ QAR questioning 	
<p>Extension Strategies/Activities: Reading response journal; additional internet research of biographical information</p>	<p>Modification Strategies/Activities: Modified assignments, quizzes, and tests; small group or partner work; copies of notes; advance notice of quizzes and tests – see IEP/504 for further modifications.</p>
<p>Cross-curricular Connections/Standards: Visual and Performing Arts: 1.1.5.B.1; 1.1.5.D.1 21st Century Standards: CRP1; CRP3; CRP6; CRP11; CRP12</p>	
<p>Suggested Assessments:</p> <ul style="list-style-type: none"> ○ Effective questioning ○ Teacher observation ○ Conferencing ○ Oral responses ○ Graphic organizers ○ Teacher made tests and quizzes ○ Warm up activities 	
<p>Reading - Informational Text</p>	<p>Strand: Craft and Structure</p>
<p>New Jersey Student Learning Standards:</p> <p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.</p> <p>RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> ● Individuals who read through whole and small group instruction will become more independent readers and will increase his/her reading comprehension skills. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do I figure out a word I do not know? ● Why do readers need to pay attention to a writer's choice of words? ● How might differentiating between cause/effect improve your understanding? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in a text. ● Words powerfully affect a meaning. ● Strategic readers can develop, select, and apply strategies to enhance their comprehension.
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> ● Students will be able to use context clues to determine the meaning of words and phrases. ● Students will be able to describe specific events and details from a text. ● Students will be able to use comprehension strategies while reading, that include making predictions and connections, asking questions, visualizing, summarizing, understanding vocabulary, inferring, and evaluating. ● Students will be able to research and explore a famous person's biography and create a presentation for the class. 	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> ● MacMillan/McGraw Hill Reading 	<p>Suggested Vocabulary Teacher or students will select unknown or interesting vocabulary words to be further defined and examined.</p>

Eastampton Township School District

Curriculum Guide

Grade: 4th Grade Content Area: Language Arts

<ul style="list-style-type: none">• Measuring Up Express – NJ ASK Language Arts• Daily Warm Ups for Reading• Leveled Readers• Chapter Books/Units of Study<ul style="list-style-type: none">○ Biography unit• Time for Kids• Modern Curriculum Press – Word Study – Level D• Teacher Created Materials• Picture books	<p>Technology:</p> <ul style="list-style-type: none">• Study Island• iPads• Safari Montage• ActivBoard/Promethean Planet• Document camera• Internet websites <p>8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.4; 8.1.5.B.1; 8.1.5.E.1</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none">• Whole group – stories will be teacher directed and strategies will be modeled for small group or independent activities<ul style="list-style-type: none">○ Literacy program materials○ Word study○ Genre/author study○ Mini-lessons○ Think Aloud/Read Aloud○ Class discussion○ Graphic organizers○ Student presentations○ QAR questioning• Small Group<ul style="list-style-type: none">○ leveled reading○ cooperative group activities○ Think Aloud/Read Aloud○ Graphic organizers○ Literacy program materials○ Partner reading○ QAR questioning• Independent<ul style="list-style-type: none">○ Reading response log○ Literacy program materials○ Graphic organizers○ SSR○ Reading response journal○ QAR questioning	
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<p>Suggested Assessments:</p> <ul style="list-style-type: none">○ Effective questioning○ Teacher observation○ Conferencing○ Oral responses○ Graphic organizers○ Teacher made tests and quizzes○ Warm up activities	
<p>Reading - Informational Text</p>	<p>Strand: Integration of Knowledge and Ideas</p>
<p>New Jersey Student Learning Standards:</p> <p>RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p>RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.</p>	

Eastampton Township School District

Curriculum Guide

Grade: 4th Grade Content Area: Language Arts

RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Big Ideas:

- Individuals who read through whole and small group instruction will become more independent readers and will increase his/her reading comprehension skills.

Essential Questions:

- How can graphic organizers help me make sense of what I read?
- How do I “read” a visual to help me better understand a text?
- How can I use various forms of media/technology to better understand the text?

Enduring Understandings:

- Proficient learners use graphic organizers and visualization techniques to help them better understand the text/message.

Knowledge, Skills, and Instructional Objectives:

- Students will be able to use visual learning tools to organize data and information to improve their comprehension.
- Students will be able to describe specific events and details from a text.
- Students will be able to understand what is heard, viewed, or presented through various media formats to help make meaning of the texts.
- Students will be able to combine information from two texts about the same subject in a written or oral response that demonstrates knowledge of the subject.
- Students will be able to use comprehension strategies while reading, that include making predictions and connections, asking questions, visualizing, summarizing, understanding vocabulary, inferring, and evaluating.
- Students will be able to research and explore a famous person’s biography and create a presentation for the class.

Instructional Materials/Resources:

- MacMillan/McGraw Hill Reading
- Measuring Up Express – NJ ASK Language Arts
- Daily Warm Ups for Reading
- Leveled Readers
- Chapter Books/Units of Study
 - Biography unit
- Time for Kids
- Modern Curriculum Press – Word Study – Level D
- Teacher Created Materials
- Picture books

Suggested Vocabulary

Teacher or students will select unknown or interesting vocabulary words to be further defined and examined.

Technology:

- Study Island
- iPads
- Safari Montage
- ActivBoard/Promethean Planet
- Document camera
- Internet websites

8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.4; 8.1.5.B.1; 8.1.5.E.1

Recommended Instructional Activities:

- Whole group – stories will be teacher directed and strategies will be modeled for small group or independent activities
 - Literacy program materials
 - Word study
 - Genre/author study
 - Mini-lessons
 - Think Aloud/Read Aloud
 - Class discussion
 - Graphic organizers
 - Student presentations
 - QAR questioning
- Small Group
 - leveled reading
 - cooperative group activities
 - Think Aloud/Read Aloud
 - Graphic organizers
 - Literacy program materials
 - Partner reading
 - QAR questioning
- Independent
 - Reading response log

Eastampton Township School District

Curriculum Guide

Grade: 4th Grade Content Area: Language Arts

<ul style="list-style-type: none"> ○ Literacy program materials ○ Graphic organizers ○ SSR ○ Reading response journal ○ QAR questioning 	
<p>Extension Strategies/Activities: Reading response journal; additional internet research of biographical information</p>	<p>Modification Strategies/Activities: Modified assignments, quizzes, and tests; small group or partner work; copies of notes; advance notice of quizzes and tests – see IEP/504 for further modifications.</p>
<p>Cross-curricular Connections/Standards: Visual and Performing Arts: 1.1.5.B.1; 1.1.5.D.1 21st Century Standards: CRP1; CRP3; CRP6; CRP11; CRP12</p>	
<p>Suggested Assessments:</p> <ul style="list-style-type: none"> ○ Effective questioning ○ Teacher observation ○ Conferencing ○ Oral responses ○ Graphic organizers ○ Teacher made tests and quizzes ○ Warm up activities 	
<p>Reading - Informational Text</p>	<p>Strand: Range of Reading and Level of Text Complexity</p>
<p>New Jersey Student Learning Standards:</p> <p>RI.4.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text-complexity or above with scaffolding as needed.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> ● Individuals who read through whole and small group instruction will become more independent readers and will increase his/her reading comprehension skills. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do you acquire the habits of reading independently? ● How do you use reading comprehension strategies to improve your independent reading ability? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Fourth grade students are capable of reading and understanding a wide range of informational text with assistance provided at the higher end.
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> ● Students will be able to acquire the habits of reading independently and closely, which are essential to their future success. ● Students will be able to use comprehension strategies while reading, that include making predictions and connections, asking questions, visualizing, summarizing, understanding vocabulary, inferring, and evaluating. 	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> ● MacMillan/McGraw Hill Reading ● Measuring Up Express – NJ ASK Language Arts ● Daily Warm Ups for Reading ● Leveled Readers ● Chapter Books/Units of Study <ul style="list-style-type: none"> ○ Biography unit ● Time for Kids ● Modern Curriculum Press – Word Study – Level D ● Teacher Created Materials ● Picture books 	<p>Suggested Vocabulary Teacher or students will select unknown or interesting vocabulary words to be further defined and examined.</p> <p>Technology:</p> <ul style="list-style-type: none"> ● Study Island ● iPads ● Safari Montage ● ActivBoard/Promethean Planet ● Document camera ● Internet websites <p>8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.4; 8.1.5.B.1; 8.1.5.E.1</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> ● Whole group – stories will be teacher directed and strategies will be modeled for small group or independent activities <ul style="list-style-type: none"> ○ Literacy program materials ○ Word study ○ Genre/author study ○ Mini-lessons ○ Think Aloud/Read Aloud 	

Eastampton Township School District

Curriculum Guide

Grade: 4th Grade Content Area: Language Arts

- Class discussion
- Graphic organizers
- Student presentations
- QAR questioning
- Small Group
 - leveled reading
 - cooperative group activities
 - Think Aloud/Read Aloud
 - Graphic organizers
 - Literacy program materials
 - Partner reading
 - QAR questioning
- Independent
 - Reading response log
 - Literacy program materials
 - Graphic organizers
 - SSR
 - Reading response journal
 - QAR questioning

Extension Strategies/Activities:

Reading response journal; additional internet research of biographical information

Modification Strategies/Activities:

Modified assignments, quizzes, and tests; small group or partner work; copies of notes; advance notice of quizzes and tests – see IEP/504 for further modifications.

Cross-curricular Connections/Standards:

Visual and Performing Arts: 1.1.5.B.1; 1.1.5.D.1

21st Century Standards: CRP1; CRP3; CRP6; CRP11; CRP12

Suggested Assessments:

- Effective questioning
- Teacher observation
- Conferencing
- Oral responses
- Graphic organizers
- Teacher made tests and quizzes
- Warm up activities

Modifications for SpEd/ELL/Students at Risk/Gifted:

Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I-Team Intervention Plan , and may include (but not limited to) the following:

Presentation accommodations:

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille/Nemeth Code
- Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teachers' lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English

Eastampton Township School District

Curriculum Guide

Grade: 4th Grade Content Area: Language Arts

- Dictate answers to scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of “math facts”
- Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations:

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing task

Scheduling accommodations:

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization skills accommodations:

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordination assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum modifications:

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)

Reading - Foundational Skills		Strand: Phonics and Word Recognition
New Jersey Student Learning Standards:		
<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> 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. 		
Big Ideas:		
<ul style="list-style-type: none"> Correct spelling for high-frequency words. Decode and spell multisyllabic words based on words they already know. How to use prefixes, suffixes, and spelling changes to decode multisyllabic words. 		
Essential Questions:		Enduring Understandings:
<ul style="list-style-type: none"> How will correct spelling help me to become a more independent writer? How will correct spelling help me to become a more fluent reader? How do good readers decode words? 		<ul style="list-style-type: none"> Students who spell words correctly are more independent readers and writers. Students who spell words correctly are able to automatically decode words and read fluently. Good readers use phonics to figure out and recognize words as sight words. Good readers use context clues and word analysis skills in decoding words.
Knowledge, Skills, and Instructional Objectives:		
<ul style="list-style-type: none"> The students will be able to independently spell grade level high frequency words and multisyllabic words in context. Review and prepare students for multi-syllable words, base words, roots, prefixes, suffixes, and dictionary skills. 		
Instructional Materials/Resources:		Suggested Vocabulary
<ul style="list-style-type: none"> Modern Curriculum Press – Word Study – Level D Month-By-Month Phonics for Upper Grades – Carson-Dellosa Publishing Company, Inc <ul style="list-style-type: none"> Working with Words Teacher Created Materials 		<ul style="list-style-type: none"> high frequency words multi-syllable words phonic words related to skill
		Technology:
		<ul style="list-style-type: none"> Study Island iPads Safari Montage ActivBoard/Promethean Planet Document camera Spelling and Phonics websites
8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.4; 8.1.5.B.1; 8.1.5.E.1		
Recommended Instructional Activities:		
<ul style="list-style-type: none"> Whole Group The teacher will introduce the monthly words in weekly segments, as well as the related phonics words. Independent/Small Group/Partner Activities The students will use the words in a variety of activities to reinforce their word knowledge. 		
Extension Strategies/Activities:		
Further examine words in a creative way – short story, word search, comic strip, poem, and news articles.		
Cross-curricular Connections/Standards:		
Visual and Performing Arts: 1.1.5.B.1; 1.1.5.D.1		
21 st Century Standards: CRP1; CRP3; CRP6; CRP11; CRP12		
Suggested Assessments:		
<ul style="list-style-type: none"> Teacher created tests and quizzes Pre- and Post test assessments from Word Study – Level D Correct use and spelling of the words throughout all subject areas. 		
Reading - Foundational Skills		Strand: Fluency
New Jersey Student Learning Standards:		

RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Big Ideas:

- Individuals who read through whole and small group instruction will become more independent readers and will increase his/her reading comprehension skills.

Essential Questions:

- How does fluency affect comprehension?
- How does reading with expression affect comprehension?

Enduring Understandings:

- Fluent readers group words quickly to help them gain meaning from what they read.
- Fluent readers are able to focus attention on the meaning of the text.
- Readers reread texts as needed to support understanding.

Knowledge, Skills, and Instructional Objectives:

- Students will be able to read fluently, with expression, to increase their comprehension.
- Students will be able to use comprehension strategies while reading, that include making predictions, connections, asking questions, visualizing, summarizing, understanding vocabulary, inferring, and evaluating.

Instructional Materials/Resources:

- MacMillan/McGraw Hill Reading
- Measuring Up Express – NJ ASK Language Arts
- Daily Warm Ups for Reading
- Leveled Readers
- Chapter Books/Units of Study
 - Tales of a Fourth Grade Nothing – Judy Blume
 - Frindle – Andrew Clements
 - James and the Giant Peach – Roald Dahl
 - How to Eat Fried Worms – Thomas Rockwell
 - Chris Van Allsburg author study
 - Folklore unit
 - Biography unit
- Time for Kids
- Modern Curriculum Press – Word Study – Level D
- Teacher Created Materials
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Suggested Vocabulary

Teacher or students will select unknown or interesting vocabulary words to be further defined and examined.

Technology:

- Study Island
- iPads
- Safari Montage
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- Document camera
- Internet websites

8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.4; 8.1.5.B.1; 8.1.5.E.1

Recommended Instructional Activities:

- Whole group – stories will be teacher directed and strategies will be modeled for small group or independent activities
 - Literacy program materials
 - Word study
 - Genre/author study
 - Mini-lessons
 - Think Aloud/Read Aloud
 - Class discussion
 - Graphic organizers
 - Student presentations
 - QAR questioning
- Small Group
 - leveled reading
 - cooperative group activities
 - Think Aloud/Read Aloud
 - Graphic organizers
 - Literacy program materials
 - QAR questioning
- Independent

Eastampton Township School District

Curriculum Guide

Grade: 4th Grade Content Area: Language Arts

- Reading response log
- Literacy program materials
- Graphic organizers
- Reading response journal
- QAR questioning

Extension Strategies/Activities:

Reading response journal

Cross-curricular Connections/Standards:

Visual and Performing Arts: 1.1.5.B.1; 1.1.5.D.1

21st Century Standards: CRP1; CRP3; CRP6; CRP11; CRP12

Suggested Assessments:

- Effective questioning
- Teacher observation
- Conferencing
- Oral responses
- Graphic organizers
- Teacher made tests and quizzes
- Warm up activities
- QAR questioning

Modifications for SpEd/ELL/Students at Risk/Gifted:

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- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille/Nemeth Code
- Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teachers' lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations:

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get

Eastampton Township School District

Curriculum Guide

Grade: 4th Grade Content Area: Language Arts

their energy out)

- Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing task

Scheduling accommodations:

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization skills accommodations:

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordination assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum modifications:

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)

Writing		Strand: Text Types and Purposes
New Jersey Student Learning Standards:		
<p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> • 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. • Provide reasons that are supported by facts from texts and/or other sources. • Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). • Provide a conclusion. <p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> • Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. • Develop the topic with facts, definitions, concrete details, text evidence, quotations, or other information and examples related to the topic. • Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another, for example, also, because</i>). • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Provide a conclusion or section related to the information or explanation presented. <p>W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> • Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. • Use dialogue and description to develop experiences and events or show the responses of characters to situations. • Use a variety of transitional words and phrases to manage the sequence of events. • Use concrete words and phrases and sensory details to convey experiences and events precisely. • Provide a conclusion that follows from the narrated experiences or events. 		
Big Ideas:		
<ul style="list-style-type: none"> • By using the six traits of writing and the writing process students will improve their writing abilities. 		
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do writers use their lives and experiences to select and plan for a written response? • Why is it necessary to validate your key ideas with fact? • How will incorporating effective ideas, organization, voice, word choice, sentence fluency, and conventions improve my writing? • How does a writer use techniques to persuade? • How do you write an informative written response? • How do you write using descriptive language? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Using the six traits of writing and the writing process, students will be able create a coherent writing piece. • Students should be able to write opinion pieces that clearly state their preferences, and supply the reasoning for their thinking. • Students will acquire strategies for researching a topic, selecting relevant information, and grouping ideas in order to present an organized written piece. • Writing real and imaginative stories, students will use description to show characters’ thought and feelings. • Writers select an appropriate format based on their audience and purpose for writing. 	
Knowledge, Skills, and Instructional Objectives:		
<ul style="list-style-type: none"> • The students will be able to utilize the six traits of writing in order to become independent and effective writers. • The student will be able to follow the writing process to become independent and effective writers. 		
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> • MacMillan/McGraw Hill Reading • Measuring Up Express – NJ ASK Language Arts • Houghton Mifflin – English, Level 4 • Daily 6-Trait Writing – Grade 4 – Evan-Moor Publishers • Daily Warm Ups for Reading • Leveled Readers 	<p>Suggested Vocabulary Teacher or students will select unknown or interesting vocabulary words to be further defined and examined.</p> <p>Technology:</p> <ul style="list-style-type: none"> • Study Island • iPads • Safari Montage 	

Eastampton Township School District

Curriculum Guide

Grade: 4th Grade Content Area: Language Arts

<ul style="list-style-type: none"> • Chapter Books/Units of Study <ul style="list-style-type: none"> ○ Tales of a Fourth Grade Nothing – Judy Blume ○ Frindle – Andrew Clements ○ James and the Giant Peach – Roald Dahl ○ How to Eat Fried Worms – Thomas Rockwell ○ Chris Van Allsburg author study ○ Folklore unit ○ Biography unit ○ Persuasive writing unit • Time for Kids • Razzle Dazzle Writing – Melissa Forney • Teacher Created Materials • Thesaurus/dictionary • Picture books • Student writing samples 	<ul style="list-style-type: none"> • ActivBoard/Promethean Planet • Document camera • Internet websites <p>8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.4; 8.1.5.B.1; 8.1.5.E.1</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> • Whole group <ul style="list-style-type: none"> ○ Teacher will read aloud a published story or written piece as a sample and model the writing. • Small Group <ul style="list-style-type: none"> ○ Teacher and students will collaboratively write a sample piece. • Independent <ul style="list-style-type: none"> ○ Students will select and write on the given topic. 	
<p>Extension Strategies/Activities: Publish writing using computer and incorporating illustrations.</p>	
<p>Cross-curricular Connections/Standards: Visual and Performing Arts: 1.1.5.B.1; 1.1.5.D.1 21st Century Standards: CRP1; CRP3; CRP6; CRP11; CRP12</p>	
<p>Suggested Assessments:</p> <ul style="list-style-type: none"> • Teacher created rubric • Student/teacher conferencing 	
<p>Writing</p>	<p>Strand: Production and Distribution of Writing</p>
<p>New Jersey Student Learning Standards:</p> <p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> • Incorporating the six traits of writing (ideas, word choice, sentence fluency, voice, organization, and conventions) while following the writing process (prewriting, drafting, editing, conferencing, and publishing) will increase the students' writing abilities. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How will conferencing with peers or adults improve your writing organization and style? • What do you know about the writing process? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Good writers develop and refine their ideas for thinking, learning, communicating, and expressing. • Good writers use a repertoire of strategies that enable them to vary form and style in order to write for different purposes, audiences, and contexts. • Rules, conventions of language, help writers communicate ideas effectively.
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> • The students will be able to utilize the six traits of writing in order to become independent and effective writers. • The student will be able to follow the writing process to become independent and effective writers. 	

Eastampton Township School District

Curriculum Guide

Grade: 4th Grade Content Area: Language Arts

<ul style="list-style-type: none"> With assistance from adults and peers, students will develop revising and editing skills. 	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> MacMillan/McGraw Hill Reading Measuring Up Express – NJ ASK Language Arts Houghton Mifflin – English, Level 4 Daily 6-Trait Writing – Grade 4 – Evan-Moor Publishers Daily Warm Ups for Reading Leveled Readers Chapter Books/Units of Study <ul style="list-style-type: none"> Tales of a Fourth Grade Nothing – Judy Blume Frindle – Andrew Clements James and the Giant Peach – Roald Dahl How to Eat Fried Worms – Thomas Rockwell Chris Van Allsburg author study Folklore unit Biography unit Persuasive writing unit Time for Kids Razzle Dazzle Writing – Melissa Forney Teacher Created Materials Thesaurus/dictionary Picture books Student writing samples 	<p>Suggested Vocabulary Teacher or students will select unknown or interesting vocabulary words to be further defined and examined.</p> <p>Technology:</p> <ul style="list-style-type: none"> Study Island iPads Safari Montage ActivBoard/Promethean Planet Document camera Internet websites <p>8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.4; 8.1.5.B.1; 8.1.5.E.1</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> Whole group <ul style="list-style-type: none"> Teacher will read aloud a published story or written piece as a sample and model the writing. Small Group <ul style="list-style-type: none"> Teacher and students will collaboratively write a sample piece. Independent <ul style="list-style-type: none"> Students will select and write on the given topic. 	
<p>Extension Strategies/Activities: Publish writing using computer and incorporating illustrations.</p>	
<p>Cross-curricular Connections/Standards: Visual and Performing Arts: 1.1.5.B.1; 1.1.5.D.1 21st Century Standards: CRP1; CRP3; CRP6; CRP11; CRP12</p>	
<p>Suggested Assessments:</p> <ul style="list-style-type: none"> Teacher created rubric Student/teacher conferencing 	
Writing	Strand: Research to Build and Present Knowledge
<p>New Jersey Student Learning Standards:</p> <p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). 	
<p>Big Ideas:</p> <ul style="list-style-type: none"> Research a topic through locating information from print and digital sources. 	

Eastampton Township School District

Curriculum Guide

Grade: 4th Grade Content Area: Language Arts

<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it necessary to validate your key ideas with fact? • How will incorporating effective ideas, organization, voice, word choice, sentence fluency, and conventions improve my writing? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • Researching a topic through investigation includes exploring a topic in greater detail. • When reading literary texts, students have to refer to the text when drawing conclusions as well as when answering directly stated questions.
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> • Students will be able to research a topic through an investigation and exploration. • Students will take notes and organize their information into categories. 	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> • MacMillan/McGraw Hill Reading • Measuring Up Express – NJ ASK Language Arts • Houghton Mifflin – English, Level 4 • Daily 6-Trait Writing – Grade 4 – Evan-Moor Publishers • Daily Warm Ups for Reading • Leveled Readers • Chapter Books/Units of Study <ul style="list-style-type: none"> ○ Tales of a Fourth Grade Nothing – Judy Blume ○ Frindle – Andrew Clements ○ James and the Giant Peach – Roald Dahl ○ How to Eat Fried Worms – Thomas Rockwell ○ Chris Van Allsburg author study ○ Folklore unit ○ Biography unit ○ Persuasive writing unit • Time for Kids • Razzle Dazzle Writing – Melissa Forney • Teacher Created Materials • Thesaurus/dictionary • Picture books • Student writing samples 	<p>Suggested Vocabulary Teacher or students will select unknown or interesting vocabulary words to be further defined and examined.</p> <p>Technology:</p> <ul style="list-style-type: none"> • Study Island • iPads • Safari Montage • ActivBoard/Promethean Planet • Document camera • Internet websites <p>8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.4; 8.1.5.B.1; 8.1.5.E.1</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> • Whole group <ul style="list-style-type: none"> ○ Teacher will read aloud a published story or written piece as a sample and model the writing. • Small Group <ul style="list-style-type: none"> ○ Teacher and students will collaboratively write a sample piece. • Independent <ul style="list-style-type: none"> ○ Students will select and write on the given topic. 	
<p>Extension Strategies/Activities: Publish writing using computer and incorporating illustrations.</p>	
<p>Cross-curricular Connections/Standards: Visual and Performing Arts: 1.1.5.B.1; 1.1.5.D.1 21st Century Standards: CRP1; CRP3; CRP6; CRP11; CRP12</p>	
<p>Suggested Assessments:</p> <ul style="list-style-type: none"> • Teacher created rubric • Student/teacher conferencing 	
<p>Writing</p>	<p>Strand: Range of Writing</p>
<p>New Jersey Student Learning Standards: W.4.10. Write routinely over extended time frames (time for research, reflection, metacongingion/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> • Writing long and short pieces, with a variety of purposes and audiences. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> • Why is it necessary to validate your key ideas with fact? • How will incorporating effective ideas, organization, voice, 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> • To develop skills and research, and allow time for reflection and revision, numerous pieces of writing will be

Eastampton Township School District

Curriculum Guide

Grade: 4th Grade Content Area: Language Arts

<p>word choice, sentence fluency, and conventions improve my writing?</p>	<p>produced.</p> <ul style="list-style-type: none"> The writer's purpose should be reflected in a student's development of a topic related to the content area for which they are writing about.
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> The students will be able to utilize the six traits of writing in order to become independent and effective writers. The student will be able to follow the writing process to become independent and effective writers. 	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> MacMillan/McGraw Hill Reading Measuring Up Express – NJ ASK Language Arts Houghton Mifflin – English, Level 4 Daily 6-Trait Writing – Grade 4 – Evan-Moor Publishers Daily Warm Ups for Reading Leveled Readers Chapter Books/Units of Study <ul style="list-style-type: none"> Tales of a Fourth Grade Nothing – Judy Blume Frindle – Andrew Clements James and the Giant Peach – Roald Dahl How to Eat Fried Worms – Thomas Rockwell Chris Van Allsburg author study Folklore unit Biography unit Persuasive writing unit Time for Kids Razzle Dazzle Writing – Melissa Forney Teacher Created Materials Thesaurus/dictionary Picture books Student writing samples 	<p>Suggested Vocabulary Teacher or students will select unknown or interesting vocabulary words to be further defined and examined.</p> <p>Technology:</p> <ul style="list-style-type: none"> Study Island iPads Safari Montage ActivBoard/Promethean Planet Document camera Internet websites <p>8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.4; 8.1.5.B.1; 8.1.5.E.1</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> Whole group <ul style="list-style-type: none"> Teacher will read aloud a published story or written piece as a sample and model the writing. Small Group <ul style="list-style-type: none"> Teacher and students will collaboratively write a sample piece. Independent <ul style="list-style-type: none"> Students will select and write on the given topic. 	
<p>Extension Strategies/Activities: Publish writing using computer and incorporating illustrations.</p>	<p>Modification Strategies/Activities: Modified assignments, quizzes, and tests; small group or partner work; copies of notes; advance notice of quizzes and tests – see IEP/504 for further modifications.</p>
<p>Cross-curricular Connections/Standards: Using technology to publish and research for a topic.</p>	
<p>Suggested Assessments:</p> <ul style="list-style-type: none"> Teacher created rubric Student/teacher conferencing 	
<p>Modifications for SpEd/ELL/Students at Risk/Gifted: Supports, Accommodations, and Modifications must be provided as stated in IEP,504 Plan, or I-Team Intervention Plan , and may include (but not limited to) the following:</p> <p>Presentation accommodations:</p> <ul style="list-style-type: none"> Listen to audio recordings instead of reading text Learn content from audio books, movies, videos and digital media instead of reading print versions Use alternate texts at lower readability level Work with fewer items per page or line and/or materials in a larger print size Use magnification device, screen reader, or Braille/Nemeth Code Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone) 	

Eastampton Township School District

Curriculum Guide

Grade: 4th Grade Content Area: Language Arts

- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teachers' lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations:

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing task

Scheduling accommodations:

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization skills accommodations:

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordination assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum modifications:

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)

Speaking and Listening		Strand: Comprehension and Collaboration
New Jersey Student Learning Standards:		
<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> • Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. • Follow agreed-upon rules for discussions and carry out assigned roles. • 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. • Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, (e.g. visually, quantitatively, and orally).</p> <p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.</p>		
Big Ideas:		
<ul style="list-style-type: none"> • The students will develop their ability to speak confidently while incorporating the use of the six traits writing. • The students will be able to retell important details of a topic. • Students will gather information to support a topic, text, or content. 		
Essential Questions:	Enduring Understandings:	
<ul style="list-style-type: none"> • What does it mean to paraphrase? • What are techniques for persuasion? • How does actively participating in a class discussion enrich students' understanding of a topic? 	<ul style="list-style-type: none"> • Students at this level will be able to paraphrase portions of a text of a read aloud or information presented in multiple formats. • Students will be able to identify the supporting details that are presented by a speaker. • Students will listen, question, and gather information for a deeper understanding of a topic. 	
Knowledge, Skills, and Instructional Objectives:		
<ul style="list-style-type: none"> • Students will be able to use speaking and listening skills to develop ideas and strategies to convey their message. • Students will create multiple projects and presentations to help the listener to better understand the content. 		
Instructional Materials/Resources:	Suggested Vocabulary	
<ul style="list-style-type: none"> • MacMillan/McGraw Hill Reading • Measuring Up Express – NJ ASK Language Arts • Daily Warm Ups for Reading • Leveled Readers • Chapter Books/Units of Study <ul style="list-style-type: none"> ○ Tales of a Fourth Grade Nothing – Judy Blume ○ Frindle – Andrew Clements ○ James and the Giant Peach – Roald Dahl ○ How to Eat Fried Worms – Thomas Rockwell ○ Chris Van Allsburg author study ○ Folklore unit ○ Biography unit ○ Persuasive writing unit • Time for Kids • Modern Curriculum Press – Word Study – Level D • Teacher Created Materials • Picture books 	Teacher or students will select unknown or interesting vocabulary words to be further defined and examined.	
	Technology:	
	<ul style="list-style-type: none"> • Study Island • iPads • Safari Montage • ActivBoard/Promethean Planet • Document camera • Spelling and Phonics websites 8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.4; 8.1.5.B.1; 8.1.5.E.1	
Recommended Instructional Activities:		
<ul style="list-style-type: none"> • Whole group – stories will be teacher directed and strategies will be modeled for small group or independent activities <ul style="list-style-type: none"> ○ Literacy program materials ○ Word study ○ Genre/author study ○ Mini-lessons 		

Eastampton Township School District

Curriculum Guide

Grade: 4th Grade Content Area: Language Arts

<ul style="list-style-type: none"> ○ Think Aloud/Read Aloud ○ Class discussion ○ Graphic organizers ○ Student presentations ○ QAR questioning ● Small Group <ul style="list-style-type: none"> ○ leveled reading ○ cooperative group activities ○ Think Aloud/Read Aloud ○ Graphic organizers ○ Literacy program materials ○ Partner reading ○ QAR questioning 	
<p>Extension Strategies/Activities: Additional research activities as appropriate.</p>	
<p>Cross-curricular Connections/Standards: Visual and Performing Arts: 1.1.5.B.1; 1.1.5.D.1 21st Century Standards: CRP1; CRP3; CRP6; CRP11; CRP12</p>	
<p>Suggested Assessments:</p> <ul style="list-style-type: none"> ○ Effective questioning ○ Teacher observation ○ Conferencing ○ Oral responses ○ Graphic organizers ○ Teacher made tests and quizzes ○ Warm up activities ○ QAR questioning 	
<p>Speaking and Listening</p>	<p>Strand: Presentation of Knowledge and Ideas</p>
<p>New Jersey Student Learning Standards:</p> <p>SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	
<p>Big Ideas:</p> <ul style="list-style-type: none"> ● Students will be exposed to a variety of speaking and listening tasks that will enable them to distinguish formal and informal language. ● Students will research, organize and present a topic to the class, adding audio/visual displays as needed. 	
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Do oral presentations help a student to gain confidence? ● What are good informational sources? ● Do you speak to your friends differently than you speak to your teacher or other adults? 	<p>Enduring Understandings:</p> <ul style="list-style-type: none"> ● Students will be able to use speaking and listening skills to develop ideas and strategies to convey their message. ● Attention to details to support main ideas or themes is an important skill when writing, speaking, or listening.
<p>Knowledge, Skills, and Instructional Objectives:</p> <ul style="list-style-type: none"> ● Small group discussions and formal presentations to the class. ● Students will create multiple projects and presentations to help the listener to better understand the content. ● Students will gather information to support a topic, text, or content. 	
<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> ● MacMillan/McGraw Hill Reading ● Measuring Up Express – NJ ASK Language Arts ● Daily Warm Ups for Reading 	<p>Suggested Vocabulary Teacher or students will select unknown or interesting vocabulary words to be further defined and examined.</p> <p>Technology:</p>

Eastampton Township School District

Curriculum Guide

Grade: 4th Grade Content Area: Language Arts

<ul style="list-style-type: none">• Leveled Readers• Chapter Books/Units of Study<ul style="list-style-type: none">○ Tales of a Fourth Grade Nothing – Judy Blume○ Frindle – Andrew Clements○ James and the Giant Peach – Roald Dahl○ How to Eat Fried Worms – Thomas Rockwell○ Chris Van Allsburg author study○ Folklore unit○ Biography unit○ Persuasive writing unit• Time for Kids• Modern Curriculum Press – Word Study – Level D• Teacher Created Materials• Picture books	<ul style="list-style-type: none">• Study Island• iPads• Safari Montage• ActivBoard/Promethean Planet• Document camera• Spelling and Phonics websites <p>8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.4; 8.1.5.B.1; 8.1.5.E.1</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none">• Whole group – stories will be teacher directed and strategies will be modeled for small group or independent activities<ul style="list-style-type: none">○ Literacy program materials○ Word study○ Genre/author study○ Mini-lessons○ Think Aloud/Read Aloud○ Class discussion○ Graphic organizers○ Student presentations○ QAR questioning• Small Group<ul style="list-style-type: none">○ leveled reading○ cooperative group activities○ Think Aloud/Read Aloud○ Graphic organizers○ Literacy program materials○ Partner reading○ QAR questioning• Independent<ul style="list-style-type: none">○ Reading response log○ Literacy program materials○ Graphic organizers○ SSR○ Reading response journal○ QAR questioning	
<p>Extension Strategies/Activities: Additional research activities as appropriate.</p>	
<p>Cross-curricular Connections/Standards: Visual and Performing Arts: 1.1.5.B.1; 1.1.5.D.1 21st Century Standards: CRP1; CRP3; CRP6; CRP11; CRP12</p>	
<p>Suggested Assessments:</p> <ul style="list-style-type: none">○ Effective questioning○ Teacher observation○ Conferencing○ Oral responses○ Graphic organizers○ Teacher made tests and quizzes○ Warm up activities○ QAR questioning	
<p>Modifications for SpEd/ELL/Students at Risk/Gifted: Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or I-Team Intervention Plan, and may include (but not limited to) the following:</p>	

Eastampton Township School District

Curriculum Guide

Grade: 4th Grade Content Area: Language Arts

Presentation accommodations:

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille/Nemeth Code
- Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teachers' lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations:

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing task

Scheduling accommodations:

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization skills accommodations:

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordination assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions

Eastampton Township School District

Curriculum Guide

Grade: 4th Grade Content Area: Language Arts

- Create alternate projects or assignments

Curriculum modifications:

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)

Language		Strand: Conventions of Standard English
New Jersey Student Learning Standards:		
<p>L.4.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). • Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. • Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. • Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). • Form and use prepositional phrases. • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.* • Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).* <p>L.4.2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Use correct capitalization. • Use commas and quotation marks to mark direct speech and quotations from a text. • Use a comma before a coordinating conjunction in a compound sentence. • Spell grade-appropriate words correctly, consulting references as needed. 		
Big Ideas:		
<ul style="list-style-type: none"> • Follow the conventions of Standard English grammar and usage when writing and speaking. • Apply proper grammar skills when writing. 		
Essential Questions:		Enduring Understandings:
<ul style="list-style-type: none"> • What are relative pronouns and adverbs? • How do we correctly use progressive verb tenses? • How do we use verbs to express mood or tense? • What is the correct way to order a list of adjectives? • What are prepositional phrases, and how do we use them appropriately? • How can you recognize incomplete or run-on sentences? • How do we determine the correct use of homonyms, homophones, and homographs? 		<ul style="list-style-type: none"> • Students will be able to demonstrate command of the conventions of Standard English grammar when writing and speaking. • Students will be able to correctly capitalize, punctuate, and spell when writing. • Good writers follow all the rules, or conventions of writing, so their readers can easily read and understand their writing.
Knowledge, Skills, and Instructional Objectives:		
<ul style="list-style-type: none"> • Use Standard English conventions that are appropriate to the grade level, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling. • Use punctuation correctly in sentences, such as ending punctuation, commas, and quotation marks. • Improve the clarity of writing by correctly ordering the words, according to standard conventional patterns. 		
Instructional Materials/Resources:		Suggested Vocabulary
<ul style="list-style-type: none"> • MacMillan/McGraw Hill Reading • Houghton Mifflin – English, Level 4 • Daily 6-Trait Writing – Grade 4 – Evan-Moor Publishers • Daily Edit • Modern Curriculum Press – Word Study – Level D • Month-By-Month Phonics for Upper Grades – Carson-Dellosa Publishing Company, Inc <ul style="list-style-type: none"> ○ Working with Words • Razzle Dazzle Writing – Melissa Forney • Teacher Created Materials 		grammar, mechanics, conventions Technology: <ul style="list-style-type: none"> • Study Island • iPads • Safari Montage • ActivBoard/Promethean Planet • Document camera • Spelling and Phonics websites 8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.4; 8.1.5.B.1; 8.1.5.E.1
Recommended Instructional Activities:		
<ul style="list-style-type: none"> • Whole Group The teacher will introduce the skills in a variety of ways. • Independent/Small Group/Partner Activities The students will reinforce the skills through grammar and writing activities. • Use frequent writing applications as follow up activities that support/apply to the grammar principle. 		

Eastampton Township School District

Curriculum Guide

Grade: 4th Grade Content Area: Language Arts

Extension Strategies/Activities: Grammar skills applied in a writing application.	
Cross-curricular Connections/Standards: Visual and Performing Arts: 1.1.5.B.1; 1.1.5.D.1 • 21 st Century Standards: CRP1; CRP3; CRP6; CRP11; CRP12	
Suggested Assessments: <ul style="list-style-type: none">• Teacher created tests and quizzes• Effective questioning• Teacher observation• Oral responses• Graphic organizers• Warm up activities	
Language	Strand: Knowledge of Language
New Jersey Student Learning Standards: L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none">• Choose words and phrases to convey ideas precisely.*• Choose punctuation for effect.*• Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	
Big Ideas: <ul style="list-style-type: none">• Follow the conventions of Standard English grammar and usage when writing and speaking.• Apply proper grammar skills when writing and speaking.	
Essential Questions: <ul style="list-style-type: none">• How do specific words convey ideas in a more interesting manner?• How will punctuation aid the audience when they are listening to a speech?• How do you speak to your friends differently than you speak to your teacher or other adults?	Enduring Understandings: <ul style="list-style-type: none">• Students will use what they know about HOW language works when they write, speak, read, and listen.• A student's choice of words and style set a tone and define a message.• Rules, conventions of language, help readers understand what is being communicated.
Knowledge, Skills, and Instructional Objectives: <ul style="list-style-type: none">• Use Standard English conventions that are appropriate to the grade level, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling.• Use punctuation correctly in sentences, such as ending punctuation, commas, and quotation marks, for effect.• Students will be able to develop ideas and strategies to convey their message.	
Instructional Materials/Resources: <ul style="list-style-type: none">• Houghton Mifflin – English, Level 4• Daily 6-Trait Writing – Grade 4 – Evan-Moor Publishers• Modern Curriculum Press – Word Study – Level D• Month-By-Month Phonics for Upper Grades – Carson-Dellosa Publishing Company, Inc<ul style="list-style-type: none">○ Working with Words• Razzle Dazzle Writing – Melissa Forney• Teacher Created Materials• Thesaurus/dictionary	Suggested Vocabulary Teacher or students will select unknown or interesting vocabulary words to be further defined and examined. Technology: <ul style="list-style-type: none">• Study Island• iPads• Safari Montage• ActivBoard/Promethean Planet• Document camera• Spelling and Phonics websites 8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.4; 8.1.5.B.1; 8.1.5.E.1
Recommended Instructional Activities: <ul style="list-style-type: none">• Whole Group The teacher will introduce the skills in a variety of ways.• Independent/Small Group/Partner Activities The students will reinforce the skills through grammar and writing activities.	

Eastampton Township School District

Curriculum Guide

Grade: 4th Grade Content Area: Language Arts

<ul style="list-style-type: none">Use frequent writing applications as follow up activities that support/apply to the grammar principle.	
Extension Strategies/Activities: Grammar skills applied in a writing application.	
Cross-curricular Connections/Standards: Visual and Performing Arts: 1.1.5.B.1; 1.1.5.D.1 <ul style="list-style-type: none">21st Century Standards: CRP1; CRP3; CRP6; CRP11; CRP12	
Suggested Assessments: <ul style="list-style-type: none">Teacher created tests and quizzesEffective questioningTeacher observationOral responsesGraphic organizersWarm up activities	
Language	Strand: Vocabulary Acquisition and Use
New Jersey Student Learning Standards:	
<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none">Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).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.	
<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none">Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.Recognize and explain the meaning of common idioms, adages, and proverbs.Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	
<p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	
Big Ideas: <ul style="list-style-type: none">Using context clues, multiple meaning words/phrases, figurative language to deepen understanding of text.Explaining similes and metaphors, idioms, and proverbs as they relate to the text.Use grade appropriate vocabulary correctly.	
Essential Questions: <ul style="list-style-type: none">Where can you locate Greek or Latin clues to words?How do similes and metaphors enhance our writing?How can understanding figurative language enrich my literacy experience?How does the author's choice of figurative language create mental images as you read?	Enduring Understandings: <ul style="list-style-type: none">The learning of language in regards to vocabulary acquisition is to guide students as they make purposeful language choices in writing and speaking in order to communicate.Understanding figurative language assists us in uncovering deeper meaning of literature.
Knowledge, Skills, and Instructional Objectives: <ul style="list-style-type: none">Use multiple strategies to determine the meaning of a word in context.Use idioms to explain a plot and predict what will happen next in a story.Students will be able to correctly identify figurative language and determine the deeper meaning.Students will be able to use comprehension strategies while reading, that include making predictions and connections, asking questions, visualizing, summarizing, understanding vocabulary, inferring, and evaluating.	

Eastampton Township School District

Curriculum Guide

Grade: 4th Grade Content Area: Language Arts

<p>Instructional Materials/Resources:</p> <ul style="list-style-type: none"> • MacMillan/McGraw Hill Reading • Measuring Up Express – NJ ASK Language Arts • Daily Warm Ups for Reading/Writing • Leveled Readers • Chapter Books/Units of Study <ul style="list-style-type: none"> ○ Tales of a Fourth Grade Nothing – Judy Blume ○ Frindle – Andrew Clements ○ James and the Giant Peach – Roald Dahl ○ How to Eat Fried Worms – Thomas Rockwell ○ Chris Van Allsburg author study ○ Folklore unit ○ Biography unit • Time for Kids • Razzle Dazzle Writing – Melissa Forney • Houghton Mifflin – English, Level 4 (©1988) • Daily 6-Trait Writing – Grade 4 – Evan-Moor Publishers • Month-By-Month Phonics for Upper Grades – Carson-Dellosa Publishing Company, Inc <ul style="list-style-type: none"> ○ Working with Words • Modern Curriculum Press – Word Study – Level D • Teacher Created Materials • Picture books • Dictionary/thesaurus 	<p>Suggested Vocabulary Teacher or students will select unknown or interesting vocabulary words to be further defined and examined.</p> <p>Technology:</p> <ul style="list-style-type: none"> • Study Island • iPads • Safari Montage • ActivBoard/Promethean Planet • Document camera • Internet websites <p>8.1.5.A.1; 8.1.5.A.2; 8.1.5.A.4; 8.1.5.B.1; 8.1.5.E.1</p>
<p>Recommended Instructional Activities:</p> <ul style="list-style-type: none"> • Whole group – stories will be teacher directed and strategies will be modeled for small group or independent activities <ul style="list-style-type: none"> ○ Literacy program materials ○ Word study ○ Genre/author study ○ Mini-lessons ○ Think Aloud/Read Aloud ○ Class discussion ○ Graphic organizers ○ Student presentations ○ QAR questioning • Small Group <ul style="list-style-type: none"> ○ leveled reading ○ cooperative group activities ○ Think Aloud/Read Aloud ○ Graphic organizers ○ Literacy program materials ○ Partner reading ○ QAR questioning • Independent <ul style="list-style-type: none"> ○ Reading response log ○ Literacy program materials ○ Graphic organizers ○ SSR ○ Reading response journal ○ QAR questioning 	
<p>Extension Strategies/Activities: Further investigation of figurative language as appropriate.</p>	
<p>Cross-curricular Connections/Standards: Visual and Performing Arts: 1.1.5.B.1; 1.1.5.D.1 21st Century Standards: CRP1; CRP3; CRP6; CRP11; CRP12</p>	
<p>Suggested Assessments:</p> <ul style="list-style-type: none"> ○ Effective questioning 	

Eastampton Township School District

Curriculum Guide

Grade: 4th Grade Content Area: Language Arts

- Teacher observation
- Conferencing
- Oral responses
- Graphic organizers
- Teacher made tests and quizzes
- Warm up activities
- QAR questioning

Modifications for SpEd/ELL/Students at Risk/Gifted:

Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or I-Team Intervention Plan , and may include (but not limited to) the following:

Presentation accommodations:

- Listen to audio recordings instead of reading text
- Learn content from audio books, movies, videos and digital media instead of reading print versions
- Use alternate texts at lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use magnification device, screen reader, or Braille/Nemeth Code
- Use audio amplification device (e.g., hearing aid (s) , auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of teachers' lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts
- Have curriculum materials translated into native language

Response accommodations:

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class
- Use a calculator or table of "math facts"
- Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations:

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher, away from distractions)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations:

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing task

Scheduling accommodations:

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Eastampton Township School District

Curriculum Guide

Grade: 4th Grade Content Area: Language Arts

Organization skills accommodations:

- Use an alarm to help with time management
- Mark texts with a highlighter
- Have help coordination assignments in a book or planner
- Receive study skills instruction

Assignment modifications:

- Complete fewer or different homework problems than peers
- Write shorter papers
- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum modifications:

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)

Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk ().*