



ROCHELLE PARK SCHOOL DISTRICT

Midland School #1

English Language Arts Curriculum

Grade 4

Rochelle Park Mission Statement

We envision an educational community, which inspires and empowers all students to become self-sufficient and to thrive in a complex, global society.

Rochelle Park Vision Statement

- ❖ Establish and maintain a shared responsibility among home, school, and the greater community which fosters student learning, accountability, and citizenship.
- ❖ To provide curricula that enables all students to meet or exceed current national, state, and local standards.
- ❖ We will utilize a variety of formative and summative assessments in order to differentiate and guide instruction.
- ❖ The district, as a Professional Learning Community, will provide on-going professional development training and opportunities for collaboration among faculty and staff.



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Pacing Guide		
Reading Focus/Journeys Unit	Writing Focus	Time
Reading Literature/Informational Text Journeys Unit 1: Reaching Out	Narrative Writing	6 Weeks
Reading Literature / Informational Text Journeys Unit 2: Tell Me More	Explanatory, News Report, Book Report	6 Weeks
Reading Literature/Informational Text Journeys Unit 3: Inside Nature	Persuasive, Problem Solution	6 Weeks
Reading Literature/Informational Text Journeys Unit 4: Unbreakable Spirit	Personal Narrative	6 Weeks
Reading Literature/Informational Text Journeys Unit 5: Change It Up!	Explanatory, Summary, Procedural, Research	6 Weeks
Reading Literature / Informational Journeys Unit 6: Paths to Discovery	Response to Fiction/Opinion Essay	6 Weeks



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Educational Technology

Indicators: 8.1.5.A.1 8.1.5.A.2 F, 8.1.5.A.3, 8.1.5.B.1, 8.1.5.D.2, 8.1.5.E.1, 8.1.5.F.1,

- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problem
- Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
- Use a graphic organizer to organize information about problem or issue.
- Collaborative to produce a digital story about a significant local event or issue based on first-person interviews
- Analyze the resource citations in online materials for proper use
- Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
- Apply digital tools to collect, organize, and analyze data that support a scientific finding

Career Ready Practices

Indicators: CRP1, CRP2, CRP4, CRP6, CRP7, CRP8, CRP11, CRP12

- .Apply appropriate academic and technical skills.
- Act as a responsible and contributing citizen and employee.
- Communicate clearly and effectively and with reason.
- Demonstrate creativity and innovation.
- Employ valid and reliable research strategies
- Use critical thinking to make sense of problems and persevere in solving them.
- Use technology to enhance productivity.
- Work productively in teams while using cultural global competence



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21st Century Life and Careers

Progress Indicators: 9.2.4.A.1, 9.2.4.A.2, 9.1.4.A.1, 9.1.4.F.2

- Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- Identify various life roles and civic and work-related activities in the school, home, and community.
- Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
- Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.

NJSLS Progress Indicators

RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.7, RL.4.9, RL.4.10, RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9, RI.4.10, RF.4.3, RF.4.4., W. 4.1, W.4.2, W.4.3,W.4.4, W.4.5. W.4.6, W.4.7, W.4.8, SL.4.1, SL.4.2, SL.4.3, SL.4.4., SL.4.5., SL.4.6. , L.4.1., L.4.2., L.4.3, L.4.4., L.4.5., L.4.6

Literature

Enduring Understandings

- Reading is a lifelong skill that enhances learning and provides enjoyment.
- Literature is a tool that expands our understanding of the world.
- Reading serves different purposes.
- Reading includes active listening and independent application

Essential Questions

- Why do we read?
- What strategies do readers use to comprehend narrative text?
- What are the literary elements and literary devices authors include when writing narrative text? How does understanding these elements and devices help readers to better comprehend narrative text?



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of skills.

- Good readers employ strategies to help them understand text.
- Strategic readers can develop, select, and apply strategies to enhance their comprehension.
- Fiction follows a predictable structure that helps us in comprehending what is read.
- Good readers compare, infer, synthesize and make connections (text to text, text to word, text to self) to make text personally relevant and useful

- How does understanding the structure of a genre help us to better comprehend what we read?
- What types of connections do readers make when reading narrative text?

Knowledge and Skills

- 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.
- Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- 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).
- Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
- 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.
- Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. Integration of Knowledge and Ideas
- Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
- Compare, 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.
- By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.



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Informational Text

Enduring Understandings	Essential Questions
<ul style="list-style-type: none">● Reading is a lifelong skill that enhances learning and provides enjoyment.● Reading serves different purposes.● Reading informational text expands our understanding of the world and its people. •● Reading includes active listening and independent application of skills.● Informational texts have specific features that aid in understanding.	<ul style="list-style-type: none">● Why do we read informational texts? •● How does reading informational text help us understand our world?● How does understanding a genre structure help us to better comprehend what we read?● Why is it important to think while you read?● What informational text features help readers comprehend text?
Knowledge and Skills	
<ul style="list-style-type: none">● 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.● Determine the main idea of a text and explain how it is supported by key details; summarize the text.● 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.● Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.● 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.● Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. Integration of Knowledge and Ideas● 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.● Explain how an author uses reasons and evidence to support particular points in a text.● 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.● By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	



Reading Foundational Skills

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Reading with accuracy and fluency aids in comprehension. • Effective readers monitor their understanding of a text by adjusting their strategies. • Readers use language structure and context clues to identify the intended meaning of words and phrases they read in text. 	<ul style="list-style-type: none"> • How do we learn to read? • How do we figure out a word we do not recognize? • How does fluency affect comprehension?
Knowledge and Skills	
<p>Students will be able to:</p> <ul style="list-style-type: none"> • Know and apply grade-level phonics and word analysis skills in decoding and encoding words. <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. • Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> ○ 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 	

Writing

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> • Writing is a process used to communicate wants, needs, ideas, and knowledge. • Writers get their ideas from their own personal 	<ul style="list-style-type: none"> • How do writers develop ideas to engage their audience and write with purpose? • How does the genre of writing affect the way authors



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experiences and from the world around them.

- Writing is a means to express ideas of importance and provide convincing evidence.
- Writing is a means to help others understand and learn.
- Writing is a means to share stories.
- The purpose for writing determines the genre.
- Good writers use a repertoire of strategies that enables them to vary form, style in order to write for different purposes, audiences, and contexts.
- Researchers gather and critique information on a topic from a variety of sources for specific purposes

write?

- What are different ways authors can add craft to their writing?

Knowledge and Skills

Students will be able to:

- Write **opinion pieces** on topics or texts, supporting a point of view with reasons and information.
 - 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., for instance, in order to, in addition).
 - Provide a conclusion related to the opinion presented.
- Write **informative/explanatory** texts to examine a topic and convey ideas and information clearly.
 - 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, or other information and examples related to the topic.
 - Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
 - Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Provide a conclusion related to the information or explanation presented.
- Write **narratives** to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.



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- 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.
- 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.)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 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.
- Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 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.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply grade 4 Reading standards 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 grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
- Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Enduring Understandings	Essential Questions
<ul style="list-style-type: none"> ● There is a structure that governs language, which allows us to communicate our message clearly. ● Active listening helps us to navigate and understand our world. ● Speakers question and share during a discussion to explore 	<ul style="list-style-type: none"> ● Why is being an active listener important? ● How do we speak so that others understand our message?



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ideas and clarify thinking.

Knowledge and Skills

Students will be able to:

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
 - 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.
- Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- Identify the reasons and evidence a speaker provides to support particular points. Presentation of Knowledge and Ideas
- 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.
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation

Language

Enduring Understandings

- Command of the English language is important when speaking and writing.
- Rules and conventions help readers and writers understand what is being communicated.

Essential Questions

- How do the rules of language affect communication?
- How does having command of the English language affect of daily lives?



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Knowledge and Skills

Students will be able to:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
 - Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.
 - Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
 - Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).
 - Form and use prepositional phrases.
 - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - Correctly use frequently confused words (e.g., to, too, two; there, their).
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - 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.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - 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).
- 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.
 - 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., telegraph, photograph, autograph).
 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) 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



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meanings (synonyms).

- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Assessment	Resources
<ul style="list-style-type: none"> ● <i>Journeys</i> Grab-and-Go! Resources: Standards-based supports organized by lesson, including: <ul style="list-style-type: none"> ○ Weekly Tests and Answer Keys ○ Unit and Benchmark Assessments ○ Running Records ● Teacher Observation (whole class instruction and/or discussion) <ul style="list-style-type: none"> ○ Small-group instruction ● Textbook Worksheets ● Reader’s/Writer’s Workshop/Centers ● Guided Reading ● Rubrics ● Quizzes ● Journals ● Essays ● Projects ● Portfolio ● Exit Slips ● Do-Nows 	<p>Textbook: Houghton Mifflin Harcourt: <i>Journeys</i> ©2017</p> <ul style="list-style-type: none"> ● Teacher Edition and Teacher ebook ● Leveled Readers/Lesson Plans ● Audio Hub ● Big Books ● Biliteracy/Spanish Resources ● Blend-It Books ● Close Reader ● Combination Classroom Planning Guide ● Common Core ELA Exemplar Resource ● Decodable Readers ● Focus Walls ● Grab-and-Go! Resources ● HMH in the News ● Instructional Cards ● Interactive Whiteboard Lessons ● iRead Videos



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<ul style="list-style-type: none"> ● Graphic Organizers ● Presentations ● Powerpoints ● Webquests ● Homework/Classwork ● Anecdotal Notes ● Student Conferencing (student-student and student-teacher) ● Peer Assessment ● Self-Assessment ● Computer-Based Assessments: <ul style="list-style-type: none"> ○ Raz Kids ○ Measuring Up Live 	<ul style="list-style-type: none"> ● Literacy and Language Guide ● Parent Resource ● Projectables ● Quick Start Pacing Guide ● Reader's Notebook ● Trade Books ● Video Hub ● Writing Handbook ● Anchor Charts ● Writing Workshop: Units of Study in Opinion, Information, and Narrative Writing, Grade 2 (Calkins) ● Raz Kids <p><u>Potential Novel Units :</u> <i>Because of Winn Dixie</i> by Kate DiCamillo <i>Tales of a Fourth Grade Nothing</i> by Judy Blume</p>
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Differentiated Instruction		Interdisciplinary Connections
RTI/ELL	ENRICHMENT	
<ul style="list-style-type: none"> ● Menu Activities ● Extra time for assigned tasks ● Multi-sensory approach to instruction, assignments, and activities ● Adjust length of assignment ● Multiple response strategies ● Repeat, clarify, or reword directions 	<ul style="list-style-type: none"> ● Frequent feedback ● Modify/Diversify resources (ex: Newsela) ● Modify level of learning tasks ● Menu activities ● Adjust length of assignment ● Extension activities 	<ul style="list-style-type: none"> ● Scholastic Magazine ● The <i>Journeys</i> reading program integrates cross-curricular connections in the following domains: math, the arts, civics, community life, cultures, Earth science, health and safety, life science, recreation



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<ul style="list-style-type: none">● Small group instruction● Read directions aloud● Consistent routine● Mini-breaks between tasks● Provide warning for transitions● Frequent feedback● Modify/Diversify resources (ex: Newsela)● Modify level of learning tasks	<ul style="list-style-type: none">● High-level thinking and analysis questions and discussions● Independent student options● Advanced vocabulary opportunities	<p>and travel, social relationships, and values.</p> <ul style="list-style-type: none">● Research performance tasks
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