

Lessons highlighted in blue were not taught/not taught in depth during the 2020-2021 school year.

2020-2021 School year Focus skills and strategies. It is recommended that we really focus on teaching to grade level text and utilizing anchor text in order to teach skills. Focusing specifically on novels and informational text/ articles in both reading and writing should be prioritized. All of these skills and standards need to be covered, but shifting to text based instruction and allowing these anchor texts to drive instruction should be the focus. \*\*\* All recommendations come from Achieve the Core Priority Instruction\*\*\*

4 / ELA / Unit #1 ~ Launching the Reading/Writing Workshop			
Time Frame	Primary Reading Skills	Primary Writing Skills	Standards
SEPT. 5 Weeks	<b>Launching the Reading/Writing Workshop</b>		
	Reading workshop launch should be largely untouched as it will be the foundation of lessons moving forward throughout the year.	Writer's workshop launch should be largely untouched as it will be the foundation of lessons moving forward throughout the year.	
	IXL Diagnostic	IXL Diagnostic	
	Model and discuss how reading workshop is a time for them to learn and grow as readers. Students will learn how to establish a Reading Notebook.	Review steps of Writing Process	SL 4.1 SL4.2 SL.4.6
	Develop an understanding of their unique identities and histories as readers and learn about other readers in their reading community. Students will learn how they can make connections to texts and how this will deepen their understanding and ability to talk about the texts they read.	Model Routines for Writing Workshop	SL 4.1 SL4.2 SL4.4 W.4.4 W.4.10

	<p>Ask questions as students continually interact with a text. Students will learn how to activate their schema and generate questions.</p>	<p>Introduce 6 + 1 Traits of Writing: Ideas, Organization, Language Conventions, Sentence Fluency, Voice, Word Choice, and Presentation</p>	<p><b>W.4.4</b>  <b>W.4.5.</b>  <b>W.4.6</b>  <b>L 4.1</b>    <b>L 4.2</b></p>
	<p>Teach and review what good readers do / reading strategies including the following:  Monitor for meaning  Using Schema  Visualizing  Making Inference  Questioning  Determining Importance  Connections  Synthesizing</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience develop and strengthen writing as needed by planning, revising, editing, rewriting.</p>	<p><b>RL.4.3</b>  <b>RL &amp; RI 4.4</b>  <b>RI.4.5</b>  <b>W.4.10</b>  <b>W.4.8</b></p>
	<p>Use short passages or class novels in order to model skills and introduce a response to literature (LAT) format. Determine a theme of a story, drama, or poem from details in the text; summarize the text, or determine the main idea of a text and explain how it is supported by key details; summarize the text</p>	<p>Write clear summaries of events that draw from the text in order to explain ideas about the text. In order to answer LAT questions. Use note taking strategies , use graphic organizers to prepare for writing and create lists to organize information</p>	<p><b>RL.4.1.</b>  <b>RI.4.1.</b>  <b>W.4.8.</b></p>
	<p>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). Use these elements in order to form a written response to an LAT</p>	<p>Use strategies for reading literary and informational text to investigate topics Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events</p>	<p><b>RI.4.2.</b>  <b>RL.4.2</b>  <b>RL.4.3:</b>  <b>W4.9.</b></p>

	Support thinking beyond the text with specific evidence based on personal experience or knowledge or evidence from the text and References from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text	Refer to texts using evidence in your writing including citing from the text and then explaining how this event relates to your answer. Explain how an author uses proof to support a point in informational text and prove each point with evidence from the text (RACE).	<b>RI.4.1</b> <b>RL.4.1</b> <b>RI.4.5</b> <b>W.4.9.</b>

Formative Assessment Plan	Summative Assessment Plan
<ul style="list-style-type: none"> <li>• Notebook entries</li> <li>• Writing Processes</li> <li>• On Demand Writing</li> <li>• Ixl Diagnostic</li> </ul>	<ul style="list-style-type: none"> <li>• Writing pieces on self-selected topics</li> </ul>
Main Resources	Supplementary Resources
<ul style="list-style-type: none"> <li>• Beginning of year read aloud</li> <li>• Daily 6-Trait Writing</li> <li>• Storyworks magazine</li> </ul>	<ul style="list-style-type: none"> <li>• RAZ Stories</li> <li>• IXL</li> <li>• Readworks (Readworks.org)</li> <li>• Fountas &amp; Pinnell Benchmarking Assessment</li> <li>• Guiding Readers and Writers Grades- 3-6 By Fountas &amp; Pinnell</li> <li>• Mentor texts</li> </ul>

Time Frame	Primary Reading Skills	Primary Writing Skills	Standards
Oct- Dec 10 weeks	<b>Informational- Earth Processes, Weathering and Erosion, Lenape Native Americans</b>	Informational Writing Analysis  Components of informational writing	
	Focus should be on comprehension of informational text using sequenced questions. Learning domain specific vocabulary, explicit and inferential connections based on the text are paramount skills that need to be taught in our informational unit. Using the same texts to teach different skills will also help with student fluency. Providing students with opportunities to partake in meaningful dialogue with peers on specific topics that are addressed through anchor texts will be especially important.	Focus should be on connection with reading and skills taught with anchor text. Having students work on short on-demand writing, as well as longer/ more researched pieces will give students practice in a variety of informational writing. Using the same anchor texts to teach writing skills will also help improve student fluency.	
	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	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.  6+1 Trait - Ideas, Week 1: "Choosing a Strong Idea"	RI.4.2. W.4.2.A.
	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.	Develop the topic with facts, definitions, concrete details, text evidence , or other information and examples related to the topic.  6+1 Trait - Ideas, Week 2: "Writing a topic sentence and supporting details"	RI.4.1. W.4.2.B

	<p>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>	<p>Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).</p> <p>6+1 Trait -Organization, Week 1: "Sequencing"</p>	<p>RI.4.3. W.4.2.C</p>
	<p>Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. Use Greek or Latin Roots to help you find the meaning of an unknown word</p>	<p>Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a conclusion related to the information or explanation presented.</p>	<p>RI.4.4. W.4.2.D</p>
	<p>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>Provide a conclusion related to the information or explanation presented.</p>	<p>RI.4.5. W.4.2.E</p>
	<p>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>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>RI.4.6. W.4.4.</p>
	<p>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>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing</p>	<p>RI.4.7. W.4.5.</p>
	<p>Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>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</p>	<p>RI.4.8. W.4.6.</p>

		sufficient command of keyboarding skills to type a minimum of one page in a single sitting	
	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.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	RI.4.9. W.4.7.
		Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	W.4.8.
		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”).	W.4.9.B
		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.	W.4.10.

Formative Assessment Plan	Summative Assessment Plan
<ul style="list-style-type: none"> <li>● Informational Pretest</li> <li>● Response to Literature (Dear Teacher Letters)- Students write responses to what they’ve read demonstrating application of instructional strategies</li> </ul>	<ul style="list-style-type: none"> <li>● Common Assessments - Pre/Post Informational</li> <li>● Scholastic Storyworks</li> </ul>

<ul style="list-style-type: none"> <li>• Mid-unit assessments reading assessments: text-based answers.</li> <li>• Short constructed-response</li> <li>• Speaking and listening (discussion or oral presentation)</li> </ul>	
<b>Main Resources</b>	<b>Supplementary Resources</b>
<ul style="list-style-type: none"> <li>• Scholastic Storyworks</li> <li>• Science Text</li> <li>• Social Studies Text</li> <li>• Sources that match SS and Science unit being taught.</li> <li>• Brainpop</li> <li>• Discovery Ed</li> </ul>	<ul style="list-style-type: none"> <li>• RAZ Stories</li> <li>• Storyworks magazine</li> <li>• Readworks (Readworks.org)</li> <li>• Guided Reading Groups and/or Literature Circles using Informational Text such as magazine articles; websites, and Trade books</li> <li>• Reading A-Z</li> </ul>

<b>Grade / ELA / Unit #3 ~ Narrative Reading/Writing</b>			
<b>Time Frame</b>	<b>Primary Reading Skills</b>	<b>Primary Writing Skills</b>	<b>Standards</b>
<b>Feb-Apr 10 weeks</b>	<b>Narrative Reading/Writing- Immigration, Ellis Island</b>	<b>Narrative Writing Analysis</b>	
	<p>Focus should be on comprehension of narrative text using sequenced questions. Learning domain specific vocabulary, explicit and inferential connections based on the text are paramount skills that need to be taught in our narrative unit. Using the same texts to teach different skills will also help with student fluency. Providing students with opportunities to partake in meaningful dialogue with peers on specific topics that are</p>	<p>Focus should be on connection with reading and skills taught with anchor text. Having students work on short on-demand writing, as well as longer/ more researched pieces will give students practice in a variety of narrative writing. Using the same anchor texts to teach writing skills will also help improve student fluency.</p>	

	addressed through anchor texts will be especially important.		
	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. Describe literary elements: Characters, Setting, and Events	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. 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].").	R.L.4.1 W.4.3.
	Characterization- 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).	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.	RL.4.3. W.4.3.A W.4.3.B
	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	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.	RL.4.2. W.4.3.C W.4.3.D
	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.	Provide a conclusion that follows from the narrated experiences or events.	RL.4.4 W.4.3.E
	Compare and contrast the point of view from which different	Produce clear and coherent writing in which the development and organization are appropriate to	RL.4.6 W.4.4.



	stories are narrated, including the difference between first- and third-person narrations. Integration of Knowledge and Ideas	task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
	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.	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.	RL.4.5 W.4.5. W.4.6.
	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.	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].”).	RL.4.7. W.4.9. W.4.9.A
	Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge of genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	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.	RL.4.9. W.4.10.

Formative Assessment Plan	Summative Assessment Plan
<ul style="list-style-type: none"> <li>Narrative Checkpoint</li> </ul>	<ul style="list-style-type: none"> <li>Common Assessments - Pre/Post Narratives</li> </ul>

<ul style="list-style-type: none"> <li>• Writing Processes</li> <li>• On Demand Writing POV Narratives Compare and Contrast Essay 6+1 Weekly Quick Writes</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Narrative</li> <li>• Wordly Wise Vocabulary Assessments</li> </ul>
<b>Main Resources</b>	<b>Supplementary Resources</b>
<ul style="list-style-type: none"> <li>• Scholastic Storyworks</li> <li>• Orphan of Ellis Island Novel</li> <li>• Daily 6-Trait Writing</li> </ul>	<ul style="list-style-type: none"> <li>• RAZ Stories</li> <li>• Storyworks magazine</li> <li>• Readworks (Readworks.org)</li> <li>• Narrative Picture Books</li> </ul>

<b>Grade / ELA / Unit #4 ~ Opinion Reading/Writing</b>			
<b>Time Frame</b>	<b>Primary Reading Skills</b>	<b>Primary Writing Skills</b>	<b>Standards</b>
<b>Dec/Jan 3 weeks</b>	<b>Opinion- New Jersey, Government, Electricity</b>	<b>Opinion Writing Analysis</b>  Components of opinion writing Opinion statement and reasons(supporting details)	
	Incorporating the opinion unit within the narrative and informational units could be a good way to save time and make sure we get through all the important skills.	Incorporating the opinion unit within the narrative and informational units could be a good way to save time and make sure we get through all the important skills.	
	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. Use Greek or Latin Roots to help you find the meaning of an unknown word	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	RI.4.4. W.4.1 W.4.1.A

		<p>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.</p>	
	<p>Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>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.</p>	<p>RI.4.8.  W.4.1.B  W.4.1.C  W.4.1.D</p>
	<p>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>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  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</p>	<p>RI.4.1.  W.4.4  W.4.5</p>
	<p>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.</p>	<p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>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.</p>	<p>RI.4.9.  W.4.7  W.4.8</p>

Formative Assessment Plan	Summative Assessment Plan
<ul style="list-style-type: none"> <li>•</li> <li>• Writing Processes</li> <li>• On Demand Writing 6+1 Weekly Quick Writes</li> </ul>	<ul style="list-style-type: none"> <li>• Common Assessments - Pre/Post Opinion</li> </ul>
Main Resources	Supplementary Resources
<ul style="list-style-type: none"> <li>• Scholastic Storyworks</li> <li>• Guided Reading Groups and/or Literature Circles using Opinion/Argument/ persuasive articles or books-(Should There Be Zoos, Video Games, Pennies, Tesla vs Edison, Pay For Chores, Trampolines Safe, School Uniforms)</li> <li>• Nicky Fifth's Garden State Adventure Novel</li> <li>• Content Area Reading</li> <li>• Daily 6-Trait Writing</li> </ul>	<ul style="list-style-type: none"> <li>• RAZ Stories</li> <li>• Storyworks magazine</li> <li>• Readworks (Readworks.org)</li> <li>• Guided Reading Groups and/or Literature Circles using Informational Text such as magazine articles; websites, and Trade books</li> <li>• Reading A-Z</li> </ul>