

**ELA Curriculum
Alpha Public School**

Grade: 4th

June 2019

Reading

NJ SLS Progress Indicator	Suggested Resources	Required Assessments	Pacing	Interdisciplinary Content	Essential Question	Benchmark	Technology	Differentiation: IEPs, 504s, ELL & G & T	21st Century Skills / Career
Reading Literature Text									
Key Ideas and Details									
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.	Mentor Texts Anchor Charts Question Cubes Classroom Library Literacy Work stations Leveled Readers Response Journals	Teacher Observation Student Participation Comprehension check Graphic Organizers	2 weeks	Social Studies Science	How do I make inferences to better understand the text? How will I use details and examples to support my explanation?	Comprehension Check DRA/Running Records	Epic ReadWorks	Reread text or provide text in a digital format Summarize with a peer Chunk instruction Multi-sensory Approach Highlighting	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Mentor Texts Anchor Charts Question Cubes Story Maps/	Teacher Observation Student Participation Comprehension	2 weeks	Social Studies Science	How can I apply details from the text to determine the theme? How do events	Comprehension Check DRA/Running Records	Epic ReadWorks	Reread text or provide text in a digital format	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation

	<p>Graphic Organizers</p> <p>Classroom Library</p> <p>Literacy Work stations</p> <p>Leveled Readers</p>	<p>check</p> <p>Story Maps/ Graphic Organizers</p>			<p>in the story contribute to the central message?</p> <p>What central message or moral is the author trying to convey?</p> <p>How do I summarize key ideas and details in a text?</p>			<p>Summarize with a peer</p> <p>Chunk instruction</p> <p>Multi-sensory Approach</p>	<p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</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>	<p>Mentor Texts</p> <p>Anchor Charts</p> <p>Question Cubes</p> <p>Story Webs/ Graphic Organizers</p> <p>Classroom Library</p> <p>Literacy Work stations</p> <p>Leveled Readers</p>	<p>Teacher Observation</p> <p>Student Participation</p> <p>Comprehension check</p> <p>Story Webs/ Graphic Organizers</p>	<p>2 weeks</p>	<p>Social Studies</p> <p>Science</p>	<p>How do the major/minor characters respond to the important challenges in the story?</p> <p>What effect do the events in the story have on the characters?</p> <p>How did the character react to the event and what does this reaction reveal about the character?</p> <p>How can I identify and describe characters, the setting, or an event using a character's thoughts, words, or actions.</p>	<p>Comprehension Check</p> <p>DRA/Running Records</p>	<p>Epic</p> <p>ReadWorks</p>	<p>Reread text or provide text in a digital format</p> <p>Summarize with Peer</p> <p>Chunk instruction</p> <p>Multi-sensory Approach</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>

Craft and Structure									
<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>Mentor Texts</p> <p>Anchor Charts</p> <p>Story Webs/ Graphic Organizers</p> <p>Classroom Library</p> <p>Literacy Work stations</p> <p>Leveled Readers</p>	<p>Teacher Observation</p> <p>Student Participation</p> <p>Comprehension check</p> <p>Story Webs/ Graphic Organizers</p>	2 weeks	<p>Social Studies</p> <p>Science</p>	<p>What do you think the author is trying to say when he/she uses that phrase?</p> <p>How does the author's choice of words affect the meaning of the text?</p> <p>Why does the author repeat words and phrases and what impact does this have on the text?</p> <p>How can I recognize words and phrases by using the text to derive meaning?</p>	<p>Comprehension Check / Running Records</p>	<p>Epic</p> <p>ReadWorks</p>	<p>Reread text or provide text in a digital format</p> <p>Chunk instruction</p> <p>Multi-sensory Approach</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</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>Mentor Texts</p> <p>Anchor Charts</p> <p>Question Cubes</p> <p>Story Webs/ Graphic Organizers</p> <p>Classroom Library</p> <p>Literacy Work stations</p>	<p>Teacher Observation</p> <p>Student Participation</p> <p>Comprehension check</p> <p>Story Webs/ Graphic Organizers</p>	2 weeks	<p>Social Studies</p> <p>Science</p>	<p>How can we demonstrate how each part builds upon earlier sections when discussing or writing about a drama or poem?</p> <p>How do I compare and contrast major differences between</p>	<p>Comprehension assessment</p> <p>DRA/Running Records</p>	<p>Epic</p> <p>ReadWorks</p>	<p>Reread text or provide text in a digital format</p> <p>Chunk instruction</p> <p>Multi-sensory chart</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>

	Leveled Readers				various texts? How can we explain the difference between a poem and a selection of prose?				
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.	Mentor Texts Anchor Charts Story Webs/ Graphic Organizers Classroom Library Literacy Work stations Leveled Readers	Teacher Observation Student Participation Comprehension check Story Webs/ Graphic Organizers	3 weeks	Social Studies Science	How do I determine if a story is written in the first or third person? How can I compare and contrast points of view?	Comprehension assessment DRA/Running Records	Epic ReadWorks	Reread text or provide text in a digital format Chunk instruction Multi-sensory Approach	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Integration of Knowledge and Ideas									
RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.	Mentor Texts Anchor Charts Story Webs/ Graphic Organizers ReadWorks Epic Classroom Library Literacy Work stations	Teacher Observation Student Participation Comprehension check Story Webs/ Graphic Organizers	2 weeks	Social Studies Science	How can I make connections between what I read and what I see? How can I identify similarities and differences between a text and visual or oral presentation?	Comprehension assessment DRA/Running Records	Epic ReadWorks	Reread text or provide text in a digital format Chunk instruction Multi-sensory Approach	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

	Leveled Readers								
RL.4.9. 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.	Mentor Texts Anchor Charts Story Webs/ Graphic Organizers Classroom Library Literacy Work stations Leveled Readers	Teacher Observation Student Participation Comprehension check Story Webs/ Graphic Organizers	2 weeks	Social Studies	What would have happened in the story if the cultural setting were different? How can I identify similarities and differences in themes, topics, or event patterns?	Comprehension assessment DRA/Running Records	Epic ReadWorks	Reread text or provide text in a digital format Chunk instruction Multi-sensory Approach	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Range of Reading and Level of Text Complexity									
RL.4.10. 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.	Mentor Texts Anchor Charts Story Webs/ Graphic Organizers Classroom Library Literacy Work stations Leveled Readers	Teacher Observation Student Participation Comprehension check Story Webs/ Graphic Organizers	ongoing	Social Studies Science	What are some strategies to help me read fluently and understand what I am reading? How do readers adapt when text becomes more complex? How can I read and comprehend an age appropriate text?	Comprehension assessment DRA/Running Records	Epic ReadWorks	Reread text or provide text in a digital format Chunk instruction Multi-sensory Approach	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

Reading Informational Text									
Key Ideas and Details									
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.	Mentor Texts Anchor Charts Question Cubes Classroom Library Literacy Work stations Leveled Readers	Teacher Observation Student Participation Comprehension check Graphic Organizers	2 weeks	Social Studies Science	What strategies can I use to help me understand key details in a text? How do I make inferences to better understand the text? How will I use details and examples to support my explanation?	Comprehension assessment DRA/Running Records	Epic ReadWorks	Reread text or provide text in a digital format Summarize with a peer Chunk instruction Multi-sensory Approach	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	Mentor Texts Anchor Charts Question Cubes Classroom Library Literacy Work stations Leveled Readers	Teacher Observation Student Participation Comprehension check Graphic Organizers	2 weeks	Social Studies Science	How can I identify the main idea of a text by finding the reoccurring theme? How can I explain how details are needed to support the main idea? How can I summarize text with key supporting details?	Comprehension assessment DRA/Running Records	Epic ReadWorks	Reread text or provide text in a digital format Chunk instruction Multi-sensory Approach	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why,	Mentor Texts Anchor Charts Question Cubes	Teacher Observation Student Participation	2 weeks	Social Studies Science	How do I use the text to explain events, procedures, ideas, and concepts?	Comprehension assessment DRA/Running Records	Epic ReadWorks	Reread text or provide text in a digital format	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and

based on specific information in the text.	Graphic Organizers Classroom Library Literacy Work stations Leveled Readers	Comprehension check Graphic Organizers			How do I use specific information from the text to explain what happened and why?			Chunk instruction Multi-sensory Approach Provide Timeline Highlighting	innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Craft and Structure									
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> .	Mentor Texts Anchor Charts Graphic Organizers Classroom Library Literacy Work stations Leveled Readers	Teacher Observation Student Participation Comprehension check Graphic Organizers	2 weeks	Social Studies Science	How can I choose and use a dictionary to define words that relate to a given topic? How can I analyze the meaning of general academic phrases? How can I use context clues to determine the meaning of words?	Comprehension assessment DRA/Running Records	Epic ReadWorks	Visual Aids Multi-sensory Approach Personal Word Notebook	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
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.	Mentor Texts Anchor Charts Graphic Organizers Classroom Library Literacy Work	Teacher Observation Student Participation Comprehension check Graphic Organizers	2 weeks	Social Studies Science	How do I identify the structure of a text or part of a text? How can I determine and describe the overall text	Comprehension assessment DRA/Running Records	Epic ReadWorks	Modeling Visual Aids Multi-sensory Approach Highlighting	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies

	stations Leveled Readers				structure?				CRP.12- Work productively in teams while using cultural global competence
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.	Mentor Texts Anchor Charts Graphic Organizers Classroom Library Literacy Work stations Leveled Readers	Teacher Observation Student Participation Comprehension check Graphic Organizers	2 weeks	Social Studies Science	How do I compare and contrast different accounts of the same event or topic? How can I define vocabulary (compare, contrast, firsthand, secondhand)? How can I compare and contrast accounts of the same event or topic? How can I generalize the difference in focus and information?	Comprehension assessment DRA/Running Records	Epic ReadWorks	Reread text or provide text in a digital format Chunk instruction Visual Aids Multi-sensory Approach	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Integration of Knowledge and Ideas									
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	Mentor Texts Anchor Charts Graphic Organizers Classroom Library	Teacher Observation Student Participation Comprehension check Graphic Organizers	2 weeks	Social Studies Science	How can I evaluate information presented visually, orally, and quantitatively and how does it aid in understanding?	Comprehension assessment DRA/Running Records	Epic ReadWorks	Chunk instruction Multi-sensory Approach Visual Aids	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research

Complexity									
RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	Mentor Texts Anchor Charts Story Webs/ Graphic Organizers Classroom Library Literacy Work stations Leveled Readers	Teacher Observation Student Participation Comprehension check Story Webs/ Graphic Organizers	ongoing	Social Studies Science	What are some strategies to help me read fluently and understand what I am reading? How do readers adapt when text becomes more complex? How can I read and comprehend an age appropriate, informational text?	Comprehension assessment DRA/Running Records	Epic ReadWorks	Reread text or provide text in a digital format Chunk instruction Multi-sensory Approach	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Reading Foundational Skills									
Phonics and Word Recognition									
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	Anchor Charts Mentor Texts Classroom Library Literacy Work stations Leveled Readers	Teacher observation Student participation Student whiteboards (communicators)	ongoing	Science Social Studies	How can I identify syllabication patterns and root words? How can I read unfamiliar words? How can apply grade-level phonics and word analysis when decoding words?	DRA/Running Records	IXL Epic ReadWorks	Multi-sensory Approach Song Highlighting Personal Word Notebook	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
A. Use combined knowledge of all letter-sound	Anchor Charts Mentor Texts	Teacher observation Student	ongoing	Science Social Studies	How can I identify syllabication	DRA/Running Records	IXL Epic	Multi-sensory Approach	CRP.4- Communicate clearly and effectively and with reason

correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	Classroom Library Literacy Work stations Leveled Readers	participation Student whiteboards (communicators)			patterns and root words? How can I read unfamiliar words? How can apply grade-level phonics and word analysis when decoding words?		ReadWorks	Song Highlighting Personal Word Notebook	CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Fluency									
RF.4.4. Read with sufficient accuracy and fluency to support comprehension.	Anchor Charts Mentor Texts Classroom Library Literacy Work stations Leveled Readers	Teacher observation Student participation	ongoing	All subjects	How can I understand what I'm reading? How can I read fluently? How can I identify the purpose of the text by finding the main idea. How can I confirm or self-correct word recognition and understanding using context?	DRA/Running Records	IXL Epic ReadWorks	Read Naturally	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
A. Read grade-level text with purpose and understanding.	Anchor Charts Mentor Texts Classroom Library Literacy Work stations	Teacher observation Student participation	ongoing	All subjects	How can I understand what I'm reading? How can I read fluently? How can I identify the	DRA/Running Records	IXL Epic ReadWorks	Read Naturally	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research

	Leveled Readers				purpose of the text by finding the main idea. How can I confirm or self-correct word recognition and understanding using context?				strategies CRP.12- Work productively in teams while using cultural global competence
B. Read grade-level text orally with accuracy, appropriate rate, and expression.	Anchor Charts Mentor Texts Classroom Library Literacy Work stations Leveled Readers	Teacher observation Student participation	ongoing	All subjects	How can I understand what I'm reading? How can I read fluently? How can I identify the purpose of the text by finding the main idea. How can I confirm or self-correct word recognition and understanding using context?	DRA/Running Records	IXL Epic ReadWorks	Read Naturally	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Anchor Charts Mentor Texts Classroom Library Literacy Work stations Leveled Readers	Teacher observation Student participation	ongoing	All subjects	How can I understand what I'm reading? How can I read fluently? How can I identify the purpose of the text by finding the main idea.	DRA/Running Records	IXL Epic ReadWorks	Read Naturally	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams

					How can I confirm or self-correct word recognition and understanding using context?				while using cultural global competence
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Writing

NJ SLS Progress Indicator	Suggested Resources	Required Assessments	Pacing	Interdisciplinary Content	Essential Question	Benchmark	Technology	Differentiation: IEPs, 504s, ELL & G & T	21st Century Skills / Career
Text Types and Purposes									
W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Mentor Texts Teacher modeled writing samples Anchor Charts Word Walls Writing Checklist Graphic Organizers	Rubric conferencing	8 weeks	Science Social Studies	How can I explain organizational structures, purpose of concluding statement, and writer's point of view? How can I create an opinion piece supported with reasons and information? How can we create an opinion piece to include a clear introduction, statement of opinion, strong organizational structure, supported by facts and details, links between opinions and	Writing Samples	Google Docs	Modified Rubric Teacher Provided Model Google Voice Type Scripted Sentence Stems Use of Color/Highlighting Teacher Assistance with Editing	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

					reasons, and a concluding statement or section?				
A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	Mentor Texts Teacher modeled writing samples Anchor Charts Word Walls Writing Checklist Graphic Organizers	Rubric conferencing	8 weeks	Science Social Studies	How can I explain organizational structures, purpose of concluding statement, and writer's point of view? How can I create an opinion piece supported with reasons and information? How can we create an opinion piece to include a clear introduction, statement of opinion, strong organizational structure, supported by facts and details, links between opinions and reasons, and a concluding statement or section?	Writing Samples	Google Docs	Modified Rubric Teacher Provided Model Google Voice Type Scripted Sentence Stems Use of Color/Highlighting Teacher Assistance with Editing	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
B. Provide reasons that are supported by facts from texts and/or other sources.	Mentor Texts Teacher modeled writing samples Anchor Charts	Rubric conferencing	8 weeks	Science Social Studies	How can I explain organizational structures, purpose of concluding statement, and	Writing Samples	Google Docs	Modified Rubric Teacher Provided Model Google Voice Type	CRP.4- Communicate clearly and effectively and with reason CRP.6-

	<p>Word Walls</p> <p>Writing Checklist</p> <p>Graphic Organizers</p>				<p>writer's point of view?</p> <p>How can I create an opinion piece supported with reasons and information?</p> <p>How can we create an opinion piece to include a clear introduction, statement of opinion, strong organizational structure, supported by facts and details, links between opinions and reasons, and a concluding statement or section?</p>			<p>Scripted Sentence Stems</p> <p>Use of Color/Highlighting</p> <p>Teacher Assistance with Editing</p>	<p>Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p>	<p>Mentor Texts</p> <p>Teacher modeled writing samples</p> <p>Anchor Charts</p> <p>Word Walls</p> <p>Writing Checklist</p> <p>Graphic Organizers</p>	<p>Rubric conferencing</p>	<p>8 weeks</p>	<p>Science</p> <p>Social Studies</p>	<p>How can I explain organizational structures, purpose of concluding statement, and writer's point of view?</p> <p>How can I create an opinion piece supported with reasons and information?</p> <p>How can we create an opinion piece to include a clear introduction, statement of</p>	<p>Writing Samples</p>	<p>Google Docs</p>	<p>Modified Rubric</p> <p>Teacher Provided Model</p> <p>Google Voice Type</p> <p>Scripted Sentence Stems</p> <p>Use of Color/Highlighting</p> <p>Teacher Assistance with Editing</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>

					opinion, strong organizational structure, supported by facts and details, links between opinions and reasons, and a concluding statement or section?				
D. Provide a conclusion related to the opinion presented.	<p>Mentor Texts</p> <p>Teacher modeled writing samples</p> <p>Anchor Charts</p> <p>Word Walls</p> <p>Writing Checklist</p> <p>Graphic Organizers</p>	<p>Rubric</p> <p>conferencing</p>	8 weeks	<p>Science</p> <p>Social Studies</p>	<p>How can I explain organizational structures, purpose of concluding statement, and writer's point of view?</p> <p>How can I create an opinion piece supported with reasons and information?</p> <p>How can we create an opinion piece to include a clear introduction, statement of opinion, strong organizational structure, supported by facts and details, links between opinions and reasons, and a concluding statement or section?</p>	Writing Samples	Google Docs	<p>Modified Rubric</p> <p>Teacher Provided Model</p> <p>Google Voice Type</p> <p>Scripted Sentence Stems</p> <p>Use of Color or Highlighting</p> <p>Teacher Assistance with Editing</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>

<p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	<p>Mentor Texts Teacher modeled writing samples Anchor Charts Writing Checklist Graphic Organizers Word Walls</p>	<p>Rubric conferencing</p>	<p>8 weeks</p>	<p>Science Social Studies</p>	<p>How can I develop a clear topic with facts, definitions, concrete details, quotations, and other information and examples? How can I use formatting, illustrations, and multimedia to aid comprehension? How can I link ideas within categories of information? How can I use precise language to inform or explain? How can I develop a related concluding statement or section? How can I develop related information grouped in paragraphs or sections?</p>	<p>Writing Samples</p>	<p>Google Docs</p>	<p>Modified Rubric Teacher Provided Model Google Voice Type Scripted Sentence Stems Use of Color/Highlighting Teacher Assistance with Editing</p>	<p>CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence</p>
<p>A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding</p>	<p>Mentor Texts Teacher modeled writing samples Anchor Charts Writing Checklist Graphic Organizers</p>	<p>Rubric conferencing</p>	<p>8 weeks</p>	<p>Science Social Studies</p>	<p>How can I develop a clear topic with facts, definitions, concrete details, quotations, and other information and examples? How can I use formatting,</p>	<p>Writing Samples</p>	<p>Google Docs</p>	<p>Modified Rubric Teacher Provided Model Google Voice Type Scripted Sentence Stems</p>	<p>CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation</p>

comprehension.	Word Walls				<p>illustrations, and multimedia to aid comprehension?</p> <p>How can I link ideas within categories of information?</p> <p>How can I use precise language to inform or explain?</p> <p>How can I develop a related concluding statement or section?</p> <p>How can I develop related information grouped in paragraphs or sections?</p>			<p>Use of Color/Highlighting</p> <p>Teacher Assistance with Editing</p>	<p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
B.Develop the topic with facts, definitions, concrete details, text evidence , or other information and examples related to the topic.	<p>Mentor Texts</p> <p>Teacher modeled writing samples</p> <p>Anchor Charts</p> <p>Writing Checklist</p> <p>Graphic Organizers</p> <p>Word Walls</p>	<p>Rubric conferencing</p>	8 weeks	<p>Science</p> <p>Social Studies</p>	<p>How can I develop a clear topic with facts, definitions, concrete details, quotations, and other information and examples?</p> <p>How can I use formatting, illustrations, and multimedia to aid comprehension?</p> <p>How can I link ideas within categories of information?</p> <p>How can I use precise language</p>	Writing Samples	Google Docs	<p>Modified Rubric</p> <p>Teacher Provided Model</p> <p>Google Voice Type</p> <p>Scripted Sentence Stems</p> <p>Use of Color/ Highlighting</p> <p>Teacher Assistance with Editing</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>

					<p>to inform or explain?</p> <p>How can I develop a related concluding statement or section?</p> <p>How can I develop related information grouped in paragraphs or sections?</p>				
<p>C. Link ideas within paragraphs and sections of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p>	<p>Mentor Texts</p> <p>Teacher modeled writing samples</p> <p>Anchor Charts</p> <p>Writing Checklist</p> <p>Graphic Organizers</p> <p>Word Walls</p>	<p>Rubric conferencing</p>	<p>8 weeks</p>	<p>Science</p> <p>Social Studies</p>	<p>How can I develop a clear topic with facts, definitions, concrete details, quotations, and other information and examples?</p> <p>How can I use formatting, illustrations, and multimedia to aid comprehension?</p> <p>How can I link ideas within categories of information?</p> <p>How can I use precise language to inform or explain?</p> <p>How can I develop a related concluding statement or section?</p> <p>How can I develop related</p>	<p>Writing Samples</p>	<p>Google Docs</p>	<p>Modified Rubric</p> <p>Teacher Provided Model</p> <p>Google Voice Type</p> <p>Scripted Sentence Stems</p> <p>Use of Color/ Highlighting</p> <p>Teacher Assistance with Editing</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>

					information grouped in paragraphs or sections?				
D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	Mentor Texts Teacher modeled writing samples Anchor Charts Writing Checklist Graphic Organizers Word Walls	Rubric conferencing	8 weeks	Science Social Studies	How can I develop a clear topic with facts, definitions, concrete details, quotations, and other information and examples? How can I use formatting, illustrations, and multimedia to aid comprehension? How can I link ideas within categories of information? How can I use precise language to inform or explain? How can I develop a related concluding statement or section? How can I develop related information grouped in paragraphs or sections?	Writing Samples	Google Docs	Modified Rubric Teacher Provided Model Google Voice Type Scripted Sentence Stems Use of Color/ Highlighting Teacher Assistance with Editing	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
E. Provide a conclusion related to the information	Mentor Texts Teacher modeled	Rubric conferencing	8 weeks	Science Social Studies	How can I develop a clear topic with facts,	Writing Samples	Google Docs	Modified Rubric Teacher Provided	CRP.4- Communicate clearly and

or explanation presented.	writing samples Anchor Charts Writing Checklist Graphic Organizers Word Walls				<p>definitions, concrete details, quotations, and other information and examples?</p> <p>How can I use formatting, illustrations, and multimedia to aid comprehension?</p> <p>How can I link ideas within categories of information?</p> <p>How can I use precise language to inform or explain?</p> <p>How can I develop a related concluding statement or section?</p> <p>How can I develop related information grouped in paragraphs or sections?</p>			<p>Model</p> <p>Google Voice Type</p> <p>Scripted Sentence Stems</p> <p>Use of Color/Highlighting</p> <p>Teacher Assistance with Editing</p>	<p>effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.	Mentor Texts Teacher modeled writing samples Anchor Charts Writing Checklist Graphic Organizers Word Walls	Rubric conferencing	8 weeks	Science Social Studies	<p>How can I write a narrative that uses dialogue, descriptions, concrete and/or sensory details to develop experiences, events, and reveal characters?</p> <p>How can I write a narrative that uses transitional words</p>	Writing Samples	Google Docs	<p>Modified Rubric</p> <p>Teacher Provided Model</p> <p>Google Voice Type</p> <p>Scripted Sentence Stems</p> <p>Use of Color or Highlighting</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research</p>

					and phrases? How can I write a narrative that provides a conclusion?			Teacher Assistance with Editing	strategies CRP.12- Work productively in teams while using cultural global competence
A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	Mentor Texts Teacher modeled writing samples Anchor Charts Writing Checklist Graphic Organizers Word Walls	Rubric conferencing	8 weeks	Science Social Studies	How can I write a narrative that uses dialogue, descriptions, concrete and/or sensory details to develop experiences, events, and reveal characters? How can I write a narrative that uses transitional words and phrases? How can I write a narrative that provides a conclusion?	Writing Samples	Google Docs	Modified Rubric Teacher Provided Model Google Voice Type Scripted Sentence Stems Use of Color/ Highlighting Teacher Assistance with Editing	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	Mentor Texts Teacher modeled writing samples Anchor Charts Writing Checklist Graphic Organizers Word Walls	Rubric conferencing	8 weeks	Science Social Studies	How can I write a narrative that uses dialogue, descriptions, concrete and/or sensory details to develop experiences, events, and reveal characters? How can I write a narrative that uses transitional words and phrases? How can I write a narrative that provides a conclusion?	Writing Samples	Google Docs	Modified Rubric Teacher Provided Model Google Voice Type Scripted Sentence Stems Use of Color/ Highlighting Teacher Assistance with Editing	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global

									competence
C. Use a variety of transitional words and phrases to manage the sequence of events	Mentor Texts Teacher modeled writing samples Anchor Charts Writing Checklist Graphic Organizers Word Walls	Rubric conferencing	8 weeks	Science Social Studies	How can I write a narrative that uses dialogue, descriptions, concrete and/or sensory details to develop experiences, events, and reveal characters? How can I write a narrative that uses transitional words and phrases? How can I write a narrative that provides a conclusion?	Writing Samples	Google Docs	Modified Rubric Teacher Provided Model Google Voice Type Scripted Sentence Stems Use of Color/ Highlighting Teacher Assistance with Editing	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
D. Use concrete words and phrases and sensory details to convey experiences and events precisely.	Mentor Texts Teacher modeled writing samples Anchor Charts Writing Checklist Graphic Organizers Word Walls	Rubric conferencing	8 weeks	Science Social Studies	How can I write a narrative that uses dialogue, descriptions, concrete and/or sensory details to develop experiences, events, and reveal characters? How can I write a narrative that uses transitional words and phrases? How can I write a narrative that provides a conclusion?	Writing Samples	Google Docs	Modified Rubric Teacher Provided Model Google Voice Type Scripted Sentence Stems Use of Color/ Highlighting Teacher Assistance with Editing	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
E. Provide a conclusion that follows from the narrated	Mentor Texts Teacher modeled writing samples	Rubric conferencing	8 weeks	Science Social Studies	How can I write a narrative that uses dialogue, descriptions,	Writing Samples	Google Docs	Modified Rubric Teacher Provided Model	CRP.4- Communicate clearly and effectively and

experiences or events.	Anchor Charts Writing Checklist Graphic Organizers Word Walls				concrete and/or sensory details to develop experiences, events, and reveal characters? How can I write a narrative that uses transitional words and phrases? How can I write a narrative that provides a conclusion?			Google Voice Type Scripted Sentence Stems Use of Color/ Highlighting Teacher Assistance with Editing	with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Production and Distribution of Writing									
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.)	Mentor Texts Teacher modeled writing samples Anchor Charts Word Walls Writing Checklist Editing checklist Graphic Organizers	Rubric conferencing	ongoing	Science Social Studies	How do I write for a specific task, purpose and audience? How can we understand writing purposes such as: writing to persuade, to inform, to entertain?	Writing Samples	Google Docs	Modified Rubric Teacher Provided Model Google Voice Type Scripted Sentence Stems Use of Color/ Highlighting	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
W.4.5. With guidance and support from peers and adults, develop and strengthen writing	Mentor Texts Teacher modeled writing samples Anchor Charts	Rubric conferencing	ongoing	Science Social Studies	How do I use planning, revising, and editing to improve writing?	Writing Samples	Google Docs	Modified Rubric Teacher Provided Model Google Voice	CRP.4- Communicate clearly and effectively and with reason

as needed by planning, revising, and editing.	Word Walls Writing Checklist Editing checklist Graphic Organizers				How can I use the writing process to focus and strengthen my writing? How can I edit word usage and word choice to help strengthen details in my writing?			Type Scripted Sentence Stem Use of Color/Highlighting Teacher Assistance with Editing	CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
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.	Mentor Texts Teacher modeled writing samples Anchor Charts Word Walls Writing Checklist Graphic Organizers	Rubric conferencing	ongoing	Science Social Studies	How can technology be used as a tool to write, publish, and/or collaborate? How can the addition of digital tools help me produce and publish focused writing? How can I select appropriate technology tools that fit the intended audience and purpose?	Writing Samples	Google Docs	Modified Rubric Teacher Provided Model Google Voice Type Scripted Sentence Stems Use of Color/Highlighting Teacher Assistance with Editing	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Research to Build and Present Knowledge									
W.4.7. Conduct short research projects that build knowledge through investigation of different aspects	Mentor Texts Teacher modeled writing samples Anchor Charts	Rubric conferencing	1 week	Science Social Studies	How can I work with a team in order to conduct research and write a report? How can I	Writing Samples	Shared Google Docs Shared Google Slides	Reread Text or Provide Text in a Digital Format Modified Rubric Teacher Provided	CRP.4- Communicate clearly and effectively and with reason CRP.6-

of a topic.	Word Walls Writing Checklist				conduct short research projects investigating different aspects of topics?			Model Google Voice Type Scripted Sentence Stems Use of Color/Highlighting Teacher Assistance with Editing	Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
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.	Mentor Texts Teacher modeled writing samples Anchor Charts Word Walls Writing Checklist	Rubric conferencing	4 weeks	Science Social Studies	How do I gather information from print and digital sources? How do authors and illustrators share information they've learned with others? How can I provide a source list? How do I use a source to find an answer to my question? How can I use information and my experiences to help me answer a question?	Writing Samples	Google Docs	Reread Text or Provide Text in a Digital Format Modified Rubric Teacher Provided Model Google Voice Type Scripted Sentence Stems Use of Color/Highlighting Teacher Assistance with Editing	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	Mentor Texts Teacher modeled writing samples Anchor Charts Word Walls	Rubric conferencing	4 weeks	Science Social Studies	How do I use literary and informational texts to support my writing? How can I identify key	Writing Samples	Google Docs	Reread Text or Provide Text in a Digital Format Modified Rubric Teacher Provided Model	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and

	Writing Checklist				<p>details as evidence to support conclusions?</p> <p>How can I cite textual evidence to analyze explicit text?</p> <p>How can I use evidence as support for research?</p> <p>How can I reflect on and analyze key ideas and details as evidence of understanding text?</p>			<p>Google Voice Type</p> <p>Scripted Sentence Stems</p> <p>Use of Color/ Highlighting</p> <p>Teacher Assistance with Editing</p>	<p>innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>A. 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].”).</p>	<p>Mentor Texts</p> <p>Teacher modeled writing samples</p> <p>Anchor Charts</p> <p>Word Walls</p> <p>Writing Checklist</p>	<p>Rubric conferencing</p>	4 weeks	<p>Science</p> <p>Social Studies</p>	<p>How do I use literary and informational texts to support my writing?</p> <p>How can I identify key details as evidence to support conclusions?</p> <p>How can I cite textual evidence to analyze explicit text?</p> <p>How can I use evidence as support for research?</p> <p>How can I reflect on and analyze key ideas and details as</p>	Writing Samples	Google Docs	<p>Reread Text or Provide Text in a Digital Format</p> <p>Modified Rubric</p> <p>Teacher Provided Model</p> <p>Google Voice Type</p> <p>Scripted Sentence Stems</p> <p>Use of Color/ Highlighting</p> <p>Teacher Assistance with Editing</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>

W.4.10. 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.	Mentor Texts Teacher modeled writing samples Anchor Charts Word Walls Writing Checklist	Rubric conferencing	Ongoing	Science Social Studies	How do I write for different tasks, purposes, and audiences? How can I write for various purposes and to various audiences for short or extended time frames?	Writing Samples	Google Docs	Modified Rubric Teacher Provided Model Google Voice Type Task Chunking Graphic Organizers Teacher Assistance with Editing	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Comprehension and Collaboration									
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.	Mentor Texts Anchor Charts	Teacher observation Student participation	Ongoing	All Subjects	How can I identify key ideas from reading material and key discussions? How can I identify ways to listen effectively? How can I describe discussion rules and roles? How can I explain the topic using personal ideas, opinions, and reasoning? How can I pose and respond to specific questions	Anecdotal records/checklist	Google Docs Learn 360 Epic ReadWorks Videos	Teacher Selected Groupings Graphic Organizers Multi-sensory Approach Checklist Visual Cue for Next Speaker	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

					<p>to clarify understanding?</p> <p>How can I connect comments to others' remarks?</p> <p>How can I express ideas clearly?</p>				
<p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p>	<p>Mentor Texts</p> <p>Anchor Charts</p>	<p>Teacher observation</p> <p>Student participation</p>	<p>Ongoing</p>	<p>All Subjects</p>	<p>How can I identify key ideas from reading material and key discussions?</p> <p>How can I identify ways to listen effectively?</p> <p>How can I describe discussion rules and roles?</p> <p>How can I explain the topic using personal ideas, opinions, and reasoning?</p> <p>How can I pose and respond to specific questions to clarify understanding?</p> <p>How can I connect comments to others' remarks?</p> <p>How can I express ideas clearly?</p>	<p>Anecdotal records/checklist</p>	<p>Google Docs</p> <p>Learn 360</p> <p>Epic</p> <p>ReadWorks</p> <p>Videos</p>	<p>Teacher Selected Groupings</p> <p>Graphic Organizers</p> <p>Multi-sensory Approach</p> <p>Checklist</p> <p>Visual Cue for Next Speaker</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>B. Follow agreed-upon rules</p>	<p>Mentor Texts</p>	<p>Teacher observation</p>	<p>Ongoing</p>	<p>All Subjects</p>	<p>How can I identify key ideas</p>	<p>Anecdotal records/checklist</p>	<p>Google Docs</p>	<p>Teacher Selected Groupings</p>	<p>CRP.4- Communicate</p>

<p>for discussions and carry out assigned roles.</p>	<p>Anchor Charts</p>	<p>Student participation</p>			<p>from reading material and key discussions?</p> <p>How can I identify ways to listen effectively?</p> <p>How can I describe discussion rules and roles?</p> <p>How can I explain the topic using personal ideas, opinions, and reasoning?</p> <p>How can I pose and respond to specific questions to clarify understanding?</p> <p>How can I connect comments to others' remarks?</p> <p>How can I express ideas clearly?</p>		<p>Learn 360 Epic ReadWorks Videos</p>	<p>Graphic Organizers</p> <p>Multi-sensory Approach</p> <p>Checklist</p> <p>Visual Cue for Next Speaker</p>	<p>clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>	<p>Mentor Texts Anchor Charts</p>	<p>Teacher observation Student participation</p>	<p>Ongoing</p>	<p>All Subjects</p>	<p>How can I identify key ideas from reading material and key discussions?</p> <p>How can I identify ways to listen effectively?</p> <p>How can I describe discussion rules and roles?</p> <p>How can I explain the topic</p>	<p>Anecdotal records/checklist</p>	<p>Google Docs Learn 360 Epic ReadWorks Videos</p>	<p>Teacher Selected Groupings</p> <p>Graphic Organizers</p> <p>Multi-sensory Approach</p> <p>Checklist</p> <p>Visual Cue for Next Speaker</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work</p>

					<p>using personal ideas, opinions, and reasoning?</p> <p>How can I pose and respond to specific questions to clarify understanding?</p> <p>How can I connect comments to others' remarks?</p> <p>How can I express ideas clearly?</p>				productively in teams while using cultural global competence
D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Mentor Texts Anchor Charts	Teacher observation Student participation	Ongoing	All Subjects	<p>How can I identify key ideas from reading material and key discussions?</p> <p>How can I identify ways to listen effectively?</p> <p>How can I describe discussion rules and roles?</p> <p>How can I explain the topic using personal ideas, opinions, and reasoning?</p> <p>How can I pose and respond to specific questions to clarify understanding?</p> <p>How can I connect comments to others' remarks?</p>	Anecdotal records/checklist	<p>Google Docs</p> <p>Learn 360</p> <p>Epic</p> <p>ReadWorks</p> <p>Videos</p>	<p>Teacher Selected Groupings</p> <p>Graphic Organizers</p> <p>Multi-sensory Approach</p> <p>Checklist</p> <p>Visual Cue for Next Speaker</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>

Ideas									
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.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All Subjects	How do I orally present a topic, story, or experience? How can I speak clearly and understandably while reporting on a topic, telling a story, or recounting an experience? How can I speak clearly and understandably using appropriate facts and relevant descriptive details?	Anecdotal Records/Checklist Comprehension check	Google Docs Learn 360 Epic ReadWorks Videos	Graphic Organizers Multi-sensory Approach Checklist Visual Cue for Next Speaker	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All Subjects	How can visuals enhance a presentation? How can drawing and objects provide additional details about our topic? How can I use audio recordings and visual displays to make my presentation more engaging for the audience?	Anecdotal Records/Checklist Comprehension check	Google Docs Learn 360 Epic ReadWorks Videos	Graphic Organizers Multi-sensory Approach Checklist	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
SL.4.6. Differentiate	Mentor Texts	Teacher observation	Ongoing	All Subjects	How can I express my ideas	Anecdotal Records/Checklist	Google Docs	Modeling	CRP.4- Communicate

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.	Anchor Charts	Student participation Rubric			clearly? Why do I need to speak in complete sentences? How can I use complete sentences to ask and answer questions? How do I know when to speak formally or informally?	t Comprehension check	Learn 360 Epic ReadWorks Videos	Graphic Organizer Multi-sensory Approach Checklist	clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
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Language

NJ SLS Progress Indicator	Suggested Resources	Required Assessments	Pacing	Interdisciplinary Content	Essential Question	Benchmark	Technology	Differentiation: IEPs, 504s, ELL & G & T	21st Century Skills / Career
Conventions of Standard English									
L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	Why is grammar important when speaking or writing? How do I use proper conventions when speaking and writing?	Writing samples IXL	Google Docs IXL	Graphic Organizers Multi-sensory Approach Checklist Visual Cue for Next Speaker Teacher/ Peer Modeling	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies

									CRP.12- Work productively in teams while using cultural global competence
A. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	Why is grammar important when speaking or writing? How do I use proper conventions when speaking and writing?	Writing samples IXL	Google Docs IXL	Graphic Organizers Multi-sensory Approach Checklist Visual Cue for Next Speaker Teacher/ Peer Modeling	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
B. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	Why is grammar important when speaking or writing? How do I use proper conventions when speaking and writing?	Writing samples IXL	Google Docs IXL	Graphic Organizers Multi-sensory Approach Checklist Visual Cue for Next Speaker Teacher/ Peer Modeling	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

C. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	Why is grammar important when speaking or writing? How do I use proper conventions when speaking and writing?	Writing samples IXL	Google Docs IXL	Graphic Organizers Multi-sensory Approach Checklist Visual Cue for Next Speaker Teacher/ Peer Modeling	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
D. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	Why is grammar important when speaking or writing? How do I use proper conventions when speaking and writing?	Writing samples IXL	Google Docs IXL	Graphic Organizers Multi-sensory Approach Checklist Visual Cue for Next Speaker Teacher/ Peer Modeling	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
E. Form and use prepositional phrases.	Mentor Texts Anchor Charts	Teacher observation Student participation	Ongoing	All subjects	Why is grammar important when speaking or writing? How do I use	Writing samples IXL	Google Docs IXL	Graphic Organizers Multi-sensory Approach	CRP.4- Communicate clearly and effectively and with reason

		Rubric			proper conventions when speaking and writing?			Checklist Visual Cue for Next Speaker Teacher/ Peer Modeling	CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	Why is grammar important when speaking or writing? How do I use proper conventions when speaking and writing?	Writing samples IXL	Google Docs IXL	Graphic Organizers Multi-sensory Approach Checklist Visual Cue for Next Speaker Teacher/ Peer Modeling	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
G. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	Why is grammar important when speaking or writing? How do I use proper conventions when speaking and writing?	Writing samples IXL	Google Docs IXL	Graphic Organizers Multi-sensory Approach Checklist Visual Cue for Next Speaker Teacher/ Peer	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ

								Modeling	valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? Why do I need to use proper capitalization, punctuation, and spelling when writing and speaking?	Writing samples IXL Foundations	Google Docs IXL	Graphic Organizers Multi-sensory Approach Checklist Teacher/Peer Modeling/Editing Sentence Frame Editing Checklist Personal Word Notebook	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
A. Use correct capitalization.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? Why do I need to use proper capitalization, punctuation, and spelling when writing and speaking?	Writing samples IXL Foundations	Google Docs IXL	Graphic Organizers Multi-sensory Approach Checklist Teacher/Peer Modeling/Editing Sentence Frame Editing Checklist Personal Word Notebook	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in

					speaking?				teams while using cultural global competence
B. Use commas and quotation marks to mark direct speech and quotations from a text.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? Why do I need to use proper capitalization, punctuation, and spelling when writing and speaking?	Writing samples IXL Foundations	Google Docs IXL	Graphic Organizers Multi-sensory Approach Checklist Teacher/Peer Modeling/Editing Sentence Frame Editing Checklist Personal Word Notebook	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
C. Use a comma before a coordinating conjunction in a compound sentence.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	Why are conventions important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? Why do I need to use proper capitalization, punctuation, and spelling when writing and speaking?	Writing samples IXL Foundations	Google Docs IXL	Graphic Organizers Multi-sensory Approach Checklist Teacher/Peer Modeling/Editing Sentence Frame Editing Checklist Personal Word Notebook	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
D. Spell grade-appropriate	Mentor Texts	Teacher observation	Ongoing	All subjects	Why are conventions	Writing samples	Google Docs	Graphic Organizers	CRP.4- Communicate

words correctly, consulting references as needed.	Anchor Charts	Student participation Rubric			important when writing? How does using appropriate capitalization, punctuation, and spelling help my writing? Why do I need to use proper capitalization, punctuation, and spelling when writing and speaking?	IXL Foundations	IXL	Multi-sensory Approach Checklist Teacher/Peer Modeling/Editing Sentence Frame Editing Checklist Personal Word Notebook	clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Mentor Texts Anchor Charts Editing checklist	Teacher observation Student participation Rubric	Ongoing	All subjects	How do I use proper English and its conventions when writing, speaking, reading, or listening? Why is it important for me to know when it is appropriate to use formal language? How does language impact speaking, listening, reading and writing? How can I recognize and observe differences between the conventions of spoken and written Standard English?	Writing samples IXL Foundations	Google Docs IXL	Graphic Organizers Multi-sensory Approach Checklist Visual Cue for Next Speaker Teacher/Peer Modeling Sentence Frame Personal Word Notebook	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence

<p>A. Choose words and phrases to convey ideas precisely.</p>	<p>Mentor Texts Anchor Charts Editing checklist</p>	<p>Teacher observation Student participation Rubric</p>	<p>Ongoing</p>	<p>All subjects</p>	<p>How do I use proper English and its conventions when writing, speaking, reading, or listening? Why is it important for me to know when it is appropriate to use formal language? How does language impact speaking, listening, reading and writing? How can I recognize and observe differences between the conventions of spoken and written Standard English?</p>	<p>Writing samples IXL Foundations</p>	<p>Google Docs IXL</p>	<p>Graphic Organizers Multi-sensory Approach Checklist Visual Cue for Next Speaker Teacher/Peer Modeling Sentence Frame Personal Word Notebook</p>	<p>CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence</p>
<p>B. Choose punctuation for effect.</p>	<p>Mentor Texts Anchor Charts Editing checklist</p>	<p>Teacher observation Student participation Rubric</p>	<p>Ongoing</p>	<p>All subjects</p>	<p>How do I use proper English and its conventions when writing, speaking, reading, or listening? Why is it important for me to know when it is appropriate to use formal language? How does language impact speaking, listening, reading and writing?</p>	<p>Writing samples IXL Foundations</p>	<p>Google Docs IXL</p>	<p>Graphic Organizers Multi-sensory Approach Checklist Visual Cue for Next Speaker Teacher/Peer Modeling Sentence Frame Personal Word Notebook</p>	<p>CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global</p>

					How can I recognize and observe differences between the conventions of spoken and written Standard English?				competence
C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	Mentor Texts Anchor Charts Editing checklist	Teacher observation Student participation Rubric	Ongoing	All subjects	How do I use proper English and its conventions when writing, speaking, reading, or listening? Why is it important for me to know when it is appropriate to use formal language? How does language impact speaking, listening, reading and writing? How can I recognize and observe differences between the conventions of spoken and written Standard English?	Writing samples IXL Foundations	Google Docs IXL	Graphic Organizers Multi-sensory Approach Checklist Visual Cue for Next Speaker Teacher/Peer Modeling Sentence Frame Personal Word Notebook	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
Vocabulary Acquisition and Use									
L.4.4. Determine or clarify the meaning of	Mentor Texts Anchor Charts	Teacher observation Student	Ongoing	All subjects	How do I find the meaning of unknown words and phrases?	Writing samples IXL	Google Docs IXL	Graphic Organizers Multi-sensory	CRP.4- Communicate clearly and effectively and

<p>unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p>		<p>participation</p> <p>Rubric</p>			<p>What strategies can help me determine the meaning of unknown words?</p> <p>How does learning and understanding new words help me become a better speaker, listener, reader, and writer?</p> <p>How does the meaning of a root word change by adding a prefix or suffix?</p> <p>What sources can help me determine the meaning of unknown words?</p>			<p>Approach</p> <p>Teacher/ Peer Modeling</p> <p>Personal Word Notebook</p> <p>Visual Aids</p>	<p>with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	<p>Mentor Texts</p> <p>Anchor Charts</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Rubric</p>	<p>Ongoing</p>	<p>All subjects</p>	<p>How do I find the meaning of unknown words and phrases?</p> <p>What strategies can help me determine the meaning of unknown words?</p> <p>How does learning and understanding new words help me become a better speaker, listener, reader, and writer?</p> <p>How does the</p>	<p>Writing samples</p> <p>IXL</p>	<p>Google Docs</p> <p>IXL</p>	<p>Graphic Organizers</p> <p>Multi-sensory Approach</p> <p>Teacher/ Peer Modeling</p> <p>Personal Word Notebook</p> <p>Visual Aids</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>

					<p>meaning of a root word change by adding a prefix or suffix?</p> <p>What sources can help me determine the meaning of unknown words?</p>				
<p>B. 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>).</p>	<p>Mentor Texts</p> <p>Anchor Charts</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Rubric</p>	Ongoing	All subjects	<p>How do I find the meaning of unknown words and phrases?</p> <p>What strategies can help me determine the meaning of unknown words?</p> <p>How does learning and understanding new words help me become a better speaker, listener, reader, and writer?</p> <p>How does the meaning of a root word change by adding a prefix or suffix?</p> <p>What sources can help me determine the meaning of unknown words?</p>	<p>Writing samples</p> <p>IXL</p>	<p>Google Docs</p> <p>IXL</p>	<p>Graphic Organizers</p> <p>Multi-sensory Approach</p> <p>Teacher/ Peer Modeling</p> <p>Personal Word Notebook</p> <p>Visual Aids</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>C. Consult reference materials (e.g.,</p>	<p>Mentor Texts</p> <p>Anchor Charts</p>	<p>Teacher observation</p>	Ongoing	All subjects	<p>How do I find the meaning of unknown words</p>	<p>Writing samples</p> <p>IXL</p>	<p>Google Docs</p> <p>IXL</p>	<p>Graphic Organizers</p>	<p>CRP.4- Communicate clearly and</p>

<p>dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>		<p>Student participation</p> <p>Rubric</p>			<p>and phrases?</p> <p>What strategies can help me determine the meaning of unknown words?</p> <p>How does learning and understanding new words help me become a better speaker, listener, reader, and writer?</p> <p>How does the meaning of a root word change by adding a prefix or suffix?</p> <p>What sources can help me determine the meaning of unknown words?</p>			<p>Multi-sensory Approach</p> <p>Teacher/ Peer Modeling</p> <p>Personal Word Notebook</p> <p>Visual Aids</p>	<p>effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Mentor Texts</p> <p>Anchor Charts</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Rubric</p>	<p>Ongoing</p>	<p>All subjects</p>	<p>How do I use figurative language to demonstrate understanding?</p> <p>How do the meanings of words help me sort them into like groups?</p> <p>How do I identify real life connections between words and their use?</p> <p>How do I distinguish shades</p>	<p>Writing samples</p> <p>IXL</p>	<p>Google Docs</p> <p>IXL</p>	<p>Graphic Organizers</p> <p>Multi-sensory Approach</p> <p>Teacher/Peer Modeling</p> <p>Personal Word Notebook</p> <p>Visual Aids</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global</p>

					of meaning among closely related verbs? How do I build relationships between words and word meanings?				competence
A. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	How do I use figurative language to demonstrate understanding? How do the meanings of words help me sort them into like groups? How do I identify real life connections between words and their use? How do I distinguish shades of meaning among closely related verbs? How do I build relationships between words and word meanings?	Writing samples IXL	Google Docs IXL	Graphic Organizers Multi-sensory Approach Teacher/Peer Modeling Personal Word Notebook Visual Aids	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence
B. Recognize and explain the meaning of common idioms, adages, and proverbs.	Mentor Texts Anchor Charts	Teacher observation Student participation Rubric	Ongoing	All subjects	How do I use figurative language to demonstrate understanding? How do the meanings of words help me sort them into like	Writing samples IXL	Google Docs IXL	Graphic Organizers Multi-sensory Approach Teacher/Peer Modeling Personal Word	CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation

					<p>groups?</p> <p>How do I identify real life connections between words and their use?</p> <p>How do I distinguish shades of meaning among closely related verbs?</p> <p>How do I build relationships between words and word meanings?</p>			<p>Notebook</p> <p>Visual Aids</p>	<p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>
<p>C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>Mentor Texts</p> <p>Anchor Charts</p>	<p>Teacher observation</p> <p>Student participation</p> <p>Rubric</p>	<p>Ongoing</p>	<p>All subjects</p>	<p>How do I use figurative language to demonstrate understanding?</p> <p>How do the meanings of words help me sort them into like groups?</p> <p>How do I identify real life connections between words and their use?</p> <p>How do I distinguish shades of meaning among closely related verbs?</p> <p>How do I build relationships between words and word meanings?</p>	<p>Writing samples</p> <p>IXL</p>	<p>Google Docs</p> <p>IXL</p>	<p>Graphic Organizers</p> <p>Multi-sensory Approach</p> <p>Teacher/Peer Modeling</p> <p>Personal Word Notebook</p> <p>Visual Aids</p>	<p>CRP.4- Communicate clearly and effectively and with reason</p> <p>CRP.6- Demonstrate creativity and innovation</p> <p>CRP.7- Employ valid and reliable research strategies</p> <p>CRP.12- Work productively in teams while using cultural global competence</p>

<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>	<p>Mentor Texts Anchor Charts</p>	<p>Teacher observation Student participation Rubric</p>	<p>Ongoing</p>	<p>All subjects</p>	<p>How do I acquire and use grade appropriate vocabulary based on particular topics?</p>	<p>Writing samples IXL</p>	<p>Google Docs IXL</p>	<p>Graphic Organizers Multi-sensory Approach Teacher/Peer Modeling Personal Word Notebook Visual Aids</p>	<p>CRP.4- Communicate clearly and effectively and with reason CRP.6- Demonstrate creativity and innovation CRP.7- Employ valid and reliable research strategies CRP.12- Work productively in teams while using cultural global competence</p>
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