Pacing Guide For ELA Curriculum

Grade 4

Topic	**Marking Period**	**Number of Days**
Foundational Skills: Reading Language	Marking Period 1	16 weeks
Foundational Skills: Written Language	Marking Period 1	16 weeks
Reading Domain	Marking Periods 2, 3, 4	8 weeks
Writing Domain	Marking periods 2, 3, 4	8 weeks
Speaking and Listening Domain	Marking period 1-4	8 weeks

Alpha Public School
ELA Curriculum Map

Grade: 4th Grade

UNIT: Foundational Skills: Reading Language (Phonics and Word Recognition)

Standard	**Disciplinary Core Ideas / Essential Statement / Objective**
L.RF.4.3.	Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Practices / Skills & Lesson / Learning Activities
● Use Fry's 4th and 5th Hundreds word list for sight word acquisition. Whole Group- ● Start the lesson by discussing with students the importance of phonics and word analysis skills in reading. Explain that these skills help readers decode (read) and encode (spell) words accurately by understanding the relationship between letters and sounds, syllabication patterns, and word parts ● Review letter-sound correspondences relevant to fourth grade, focusing on any specific phonics rules or patterns that students may need reinforcement on (e.g., vowel teams, consonant blends). ● Explain what multisyllabic words are (words with more than one syllable) and why it's important to learn how to read them accurately. Discuss how syllabication patterns and knowledge of prefixes, suffixes, and root words can help break down and understand multisyllabic words. ● Write multisyllabic words on the whiteboard and have students identify the syllables and break down the word into its parts (prefixes, roots, suffixes). Give students worksheets with multisyllabic words and ask them to underline prefixes, suffixes, and roots. Have them decode the words and write their meanings. ● Provide sentence strips or flashcards with multisyllabic words in sentences. Have students read the sentences aloud, identifying the multisyllabic words and explaining their meanings based on context clues. Independent Practice- ● Distribute reading passages containing multisyllabic words. Ask students to read the passages silently or aloud, highlighting multisyllabic words. Discuss any challenging words and how knowledge of phonics and word analysis helped in understanding them. ● Assign a task where students create their own multisyllabic word cards, including definitions and using them in sentences. Small Groups ● Have a short quiz or game where students identify syllables, prefixes, suffixes, or roots in given words.

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Formative- ● Quick Writes ● Teacher observations ● Classroom discussions ● Collaborative work ● Entry journals ● Exit cards	DRA / Running Record Writing Benchmarks	● Newsela ● Readworks ● kidblog.org ● readwritethink.org ● Being a Writer ● Vocabulary Workshop ● Various Novels chosen by

● IXL modules Summative- ● Vocabulary test ● Grammar test ● Reading test Alternative- ● Interviews ● Google forms ● Surveys		teachers ● Whiteboard and markers ● Phonics and word analysis worksheets ● Multisyllabic word cards (prepared in advance) ● Sentence strips with multisyllabic words in context ● Reading passages with multisyllabic words ● Highlighters or colored pencils

Alpha Public School
ELA Curriculum Map

UNIT: Foundational Skills: Reading Language (Fluency)

Standard: L.RF.4.4	**Content Topic:** Read with sufficient accuracy and fluency to support comprehension

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.RF.4.4.A	Read grade-level text with purpose and understanding.
L.RF.4.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
L.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Practices / Skills & Lesson / Learning Activities

- Utilize Fry's 4th and 5th Hundreds word list for sight word acquisition.

Whole Group-

- Ask a couple of open-ended questions related to the theme or topic of the text to activate their background knowledge.
- Read a portion of the text aloud to the students, modeling fluent and expressive reading.
- Pause at appropriate moments to demonstrate using context clues to self-correct or confirm word recognition.
- Emphasize intonation, pacing, and expression as you read.

Independent Practice

- Divide the text into manageable sections.
- Assign each student a section to read aloud individually.
- While students read, circulate to provide feedback on their fluency, accuracy, and expression.
- Encourage students to use strategies such as re-reading or using context clues if they stumble over words.

Small Groups-

- After each student reads their section, have peers provide constructive feedback on their fluency and expression.
- Encourage peers to mention specific strengths and areas for improvement.
- Have students perform a dramatic reading of a key scene from the text, focusing on expression and intonation.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Quick Writes ● Teacher observations ● Classroom discussions ● Collaborative work ● Entry journals ● Exit cards ● IXL modules Summative- ● Vocabulary test ● Grammar test ● Reading test Alternative-	DRA / Running Record Writing Benchmarks	● Newsela ● Readworks ● kidblog.org ● readwritethink.org ● Being a Writer ● Vocabulary Workshop ● Various Novels chosen by teachers ● Grade-level text appropriate for fourth grade (e.g., short story, article, or excerpt from a novel) ● Individual copies of the text

● Interviews ● Google forms ● Surveys		for each student ● Whiteboard and markers ● Timer ● List of comprehension questions related to the text

Technology (NJSLS standard 8)	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
8.1.5.NI.2- Describe physical and digital security measures for protecting sensitive personal information 8.1.5.IC.2- Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users 8.1.5.DA.1- collect, organize and display data in order to highlight relationships or support a claim 8.1.5.DA.3- Organize and present collected data visually to communicate insights gained from different views of the data 8.1.5.DA.5- propose cause and effect relationships, predict outcomes, or communicate ideas using data	SS-6.1.5.History.CC.7-Interactions of people and events throughout history have shaped the world we experience today

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
● Additional time for skill mastery ● Extended time on tests / quizzes ● Modified assignment / test format ● Modified test content ● Multi-sensory presentation ● Shortened assignments ● Exploration by interest ● Flexible grouping ● Goal setting with students ● Varied journal prompts ● Collaborating (general ed teacher / specialist) to modify vocabulary, omit or modify items ● Modify tests to reflect selected objectives ● Provide study guides ● Use authentic assessments	● Allow students to correct errors (looking for understanding) ● Teach key aspects of a topic- eliminate nonessential information using videos, illustrations, pictures and drawings to explain or clarify ● Allow products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc) to demonstrate student's learning ● Decreasing the amount of work presented or required ● Modifying tests to reflect selected objectives ● Provide study guides	● Alternative formative and summative assessments ● Games and tournaments ● Group investigations ● Independent research and projects ● Interest groups ● Learning contracts ● Student and teacher designed leveled rubrics ● Literature circles ● Personal agendas ● Problem based or project based learning ● Tiered assignments/ activities

with real-life problem solving ● Have student repeat directions to check for understanding	● Reduce the number of answer choices on a multiple choice test ● Use computer word processing spell check and grammar check features ● Use true / false, matching or fill in the blank tests in lieu of essay tests	

UNIT: Foundational Skills: Writing Language (Spelling)

Standard: L.WF.4.2	**Content Topic:** Demonstrate command of the conventions of encoding and spelling

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.WF.4.2.A	Analyze and spell multi-syllable words with the most common Latin roots, prefixes and suffixes
L.WR.4.2.B	Write affixed words that involve a sound or spelling change in the base word
L.WR.4.2.C	Spell grade-appropriate words correctly, consulting references as needed
L.WR.4.2.D	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Practices / Skills & Lesson / Learning Activities
Whole Group- ● Define each term: ○ **Prefix:** A group of letters added to the beginning of a word to change its meaning (e.g., "re-" in "redo"). ○ **Suffix:** A group of letters added to the end of a word to change its meaning or function (e.g., "-less" in "careless"). ○ **Latin Root:** The base form of a word derived from Latin that carries meaning (e.g., "port" in "transport"). ● Provide examples of words with Latin roots, prefixes, and suffixes. Ask students to identify the root, prefix, and/or suffix in each word and explain how they contribute to the word's meaning. Example: "Transportation" (Latin root: "port," prefix: "trans-", suffix: "-ation").

- Introduce reference materials such as dictionaries and thesauruses. Demonstrate how to use these references to find the pronunciation and precise meaning of key words.

Independent Practice-

- Distribute worksheets with exercises on spelling multi-syllable words with Latin roots, prefixes, and suffixes. Encourage students to use their understanding of word parts to spell each word correctly.
- Guide students in practicing how to look up unfamiliar words independently.
- Ask students to choose five words from their reading materials and identify their prefixes, suffixes, or Latin roots using a dictionary.

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Quick Writes ● Teacher observations ● Classroom discussions ● Collaborative work ● Entry journals ● Exit cards Summative- ● Vocabulary test ● Grammar test ● Reading test Alternative- ● Interviews ● Google forms ● Surveys	DRA / Running Record Writing Benchmarks	● Newsela ● Readworks ● kidblog.org ● readwritethink.org ● Being a Writer ● Vocabulary Workshop ● Various Novels chosen by teachers ● Whiteboard and markers ● Printed worksheets with exercises on Latin roots, prefixes, and suffixes ● Access to dictionaries (print or digital) ● Examples of words with Latin roots, prefixes, and suffixes ● List of grade-appropriate words for spelling practice

UNIT: Foundational Skills: Writing Language (Sentence Composition [Grammar, Syntax, and Punctuation])

Standard: L.WF.4.3	**Content Topic:** Demonstrate command and use of the conventions of writing including those listed under grade three foundational skills.

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.WF.4.3.A	Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.

L.WF.4.3.B	Place adjectives and adverbs and form comparative and superlative adjectives and adverbs
L.WF.4.3.C	Use independent clauses and coordinating conjunctions
L.WF.4.3.D	Form irregular verbs; form and use progressive tenses
L.WF.4.3.E	Form and use possessive nouns and pronouns
L.WF.4.3.F	Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings)
L.WF.4.3.G	Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
L.WF.4.3.H.	Use apostrophes for possession

Practices / Skills & Lesson / Learning Activities
● Use of Scholastic Sentence Expansion Wheel ● Use a prewriting graphic organizer to organize thoughts ● Separate group related information into paragraphs or sections ● Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension ● Link ideas with logical progression within categories of information using words and phrases (e.g., another, for example, also, because) ● Use precise language and domain-specific vocabulary ● Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons ● Correctly use frequently confused words (e.g, to, too, two; there, their) ● Use correct capitalization ● Spell grade-appropriate words correctly, consulting references as needed ● Use commas and quotation marks to mark and quotations from a text ● Use a comma before a coordinating conjunction in a compound sentence ● Use correct punctuation at times for effect ● Choose words and phrases to convey ideas precisely ● Use domain-specific words and phrases that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation) ● Utilize multi paragraph organizational structures based on topics

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Formative- ● Quick Writes ● Teacher observations ● Classroom discussions ● Collaborative work ● Entry journals ● Exit cards ● IXL modules Summative- ● Vocabulary test ● Grammar test	DRA / Running Record Writing Benchmarks	Newsela Readworks kidblog.org readwritethink.org Being a Writer Vocabulary Workshop Various Novels chosen by teachers

● Reading test Alternative- ● Interviews ● Google forms ● Surveys		

UNIT: Foundational Skills: Writing Language (Sentence Composition [Grammar, Syntax, and Punctuation])

Standard: L.KL.4.1	**Content Topic:** Use knowledge of language and its conventions when writing, speaking, reading or listening

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.KL.4.1.A	Acquire and use accurately grade-appropriate general academic, and domain-specific words and phrases
L.KL.4.1.B	Choose words and phrases to convey ideas precisely
L.KL.4.1.C	Choose punctuation for effect
L.KL.4.1.D	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)

Practices / Skills & Lesson / Learning Activities
● Use a prewriting graphic organizer to organize thoughts ● Separate group related information into paragraphs or sections ● Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension ● Link ideas with logical progression within categories of information using words and phrases (e.g., another, for example, also, because) ● Use precise language and domain-specific vocabulary ● Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons ● Correctly use frequently confused words (e.g, to, too, two; there, their) ● Use correct capitalization ● Spell grade-appropriate words correctly, consulting references as needed ● Use commas and quotation marks to mark and quotations from a text ● Use a comma before a coordinating conjunction in a compound sentence ● Use correct punctuation at times for effect ● Choose words and phrases to convey ideas precisely ● Use domain-specific words and phrases that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation) ● Utilize multi paragraph organizational structures based on topics

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at

		each grade level)
Formative- ● Quick Writes ● Teacher observations ● Classroom discussions ● Collaborative work ● Entry journals ● Exit cards ● IXL modules Summative- ● Vocabulary test ● Grammar test ● Reading test Alternative- ● Interviews ● Google form ● Surveys	DRA / Running Record Writing Benchmarks	Newsela Readworks kidblog.org readwritethink.org Being a Writer Vocabulary Workshop Various Novels chosen by teachers

UNIT: Foundational Skills: Writing Language (Sentence Composition [Grammar, Syntax, and Punctuation])

Standard: L.VL.4.2	**Content Topic:** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies

Strand	Disciplinary Core Ideas / Essential Statement / Objective
L.Vl.4.2.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase
L.VL.4.2.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph)
L.VL.4.2.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Practices / Skills & Lesson / Learning Activities
Whole Group- ● Define "context clues" as hints in the text that help readers figure out the meaning of unfamiliar words. Provide examples from a text where context clues such as definitions, examples, or restatements are used to explain unfamiliar words. Discuss with students how these clues help in understanding the meaning of the words. ● Introduce the concept of Greek and Latin roots as parts of words that provide clues to their meanings. Provide examples of words with prefixes and suffixes derived from Greek and Latin roots (e.g., telegraph, photograph, autograph). Break down these words to show how the roots "tele-", "photo-", and "auto-" contribute to their meanings.

- Explain the use of dictionaries, glossaries, and thesauruses as tools to find word meanings and pronunciations. Show students how to use these tools effectively by looking up a few unfamiliar words together. Discuss the importance of using both print and digital resources for finding word meanings

Small Groups-

- Provide each group with a short passage or a list of sentences containing unfamiliar words. Instruct students to use the strategies discussed (context clues, Greek and Latin roots, reference materials) to determine the meanings of the words

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Formative- ● Quick Writes ● Teacher observations ● Classroom discussions ● Collaborative work ● Entry journals ● Exit cards Summative- ● Vocabulary test ● Grammar test ● Reading test Alternative- ● Interviews ● Google form ● Surveys	DRA / Running Record Writing Benchmarks	Newsela Readworks kidblog.org readwritethink.org Being a Writer Vocabulary Workshop Various Novels chosen by teachers

UNIT: Foundational Skills: Writing Language (Sentence Composition[Grammar, Syntax, and Punctuation])

Standard: L.VI.4.3	**Content Topic:** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Strand	**Disciplinary Core Ideas / Essential Statement / Objective**
L.VI.4.3.A	Explain the meaning of simple similes and metaphors (e.g, pretty as a picture) in context
L.VI.4.3.B	Determine the meaning of words and phrases that allude to significant characters found in literature
L.VI.4.3.C	Recognize and explain the meaning of common idioms, adages, and proverbs
L.VI.4.3.D	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings(synonyms)

Practices / Skills & Lesson / Learning Activities

Whole Group-
- Begin by asking students if they have ever heard phrases like "busy as a bee" or "time flies." Discuss what these phrases mean and how they make language more interesting.
- Define similes (comparisons using "like" or "as") and metaphors (direct comparisons without "like" or "as"). Provide examples and have students identify whether they are similes or metaphors. Discuss the meanings of each example in context.
- Introduce the concept of allusion (references to well-known characters or events). Show examples of allusions in literature and discuss their meanings. For example, "acting like a Scrooge."
- Define idioms (expressions with figurative meanings), adages (traditional sayings), and proverbs (wise sayings). Provide examples and discuss what they mean. For example, "don't count your chickens before they hatch."
- Explain antonyms (words with opposite meanings) and synonyms (words with similar meanings). Provide pairs of words and have students identify whether they are antonyms or synonyms. Discuss shades of meaning between synonyms.

Independent Practice-
- Distribute a worksheet with sentences containing underlined words. Have students identify whether the underlined word is a simile, metaphor, allusion, idiom, adage, proverb, antonym, or synonym, and explain its meaning.

Small Groups-
- Have students create their own similes, metaphors, or idioms and share them with the class.
- Encourage students to find examples of figurative language, idioms, or allusions in books they are reading

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
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Technology (NJSLS standard 8)	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
8.1.5.NI.2- Describe physical and digital security measures for protecting sensitive personal information 8.1.5.IC.2- Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users	SS-6.1.5.History.CC.7-Interactions of people and events throughout history have shaped the world we experience today

8.1.5.DA.1- collect, organize and display data in order to highlight relationships or support a claim 8.1.5.DA.3- Organize and present collected data visually to communicate insights gained from different views of the data 8.1.5.DA.5- propose cause and effect relationships, predict outcomes, or communicate ideas using data	

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
● Additional time for skill mastery ● Extended time on tests / quizzes ● Modified assignment / test format ● Modified test content ● Multi-sensory presentation ● Shortened assignments ● Exploration by interest ● Flexible grouping ● Goal setting with students ● Varied journal prompts ● Collaborating (general ed teacher / specialist) to modify vocabulary, omit or modify items ● Modify tests to reflect selected objectives ● Provide study guides ● Use authentic assessments with real-life problem solving ● Have student repeat directions to check for understanding	● Allow students to correct errors (looking for understanding) ● Teach key aspects of a topic- eliminate nonessential information using videos, illustrations, pictures and drawings to explain or clarify ● Allow products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc) to demonstrate student's learning ● Decreasing the amount of work presented or required ● Modifying tests to reflect selected objectives ● Provide study guides ● Reduce the number of answer choices on a multiple choice test ● Use computer word processing spell check and grammar check features ● Use true / false, matching or fill in the blank tests in lieu of essay tests	● Alternative formative and summative assessments ● Games and tournaments ● Group investigations ● Independent research and projects ● Interest groups ● Learning contracts ● Student and teacher designed leveled rubrics ● Literature circles ● Personal agendas ● Problem based or project based learning ● Tiered assignments/ activities

Alpha Public School
ELA Curriculum Map

UNIT: READING DOMAIN

Standard	Disciplinary Core Ideas / Essential Statement / Objective
RL.CR.4.1	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text
RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text
RL.CI.4.2	Summarize a literary text and interpret the author's theme citing key details from the text
R1.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text
RL.IT.4.3	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence
RI.IT.4.3	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text
RL.TS.4.4	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g,, casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text
RI.TS.4.4	Describe the overall structure (e.g., chronology, comparison, cause/ effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text
RL.PP.4.5	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third- person narrations
RI.PP.4.5	Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent
RL.MF.4.6	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text
RI.MF.4.6	Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas
RI.AA.4.7	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning
RL.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures
RI.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures

Practices / Skills & Lesson / Learning Activities
● Answer literal questions supported with evidence from the text ● Answer inferential questions supported with evidence from the text ● Determine the theme of the text ● Extract important details from a text to develop a summary ● Use specific details to describe in depth a character, setting, or event

- Use context clues to determine the meaning of words and phrases
- Explain major differences between poems, drama and prose
- Compare and contrast the point of view from which different stories are narrated (first and third person)
- Discuss similarities and differences between a text and a multimedia version of the text
- Compare and contrast similar themes presented from multicultural stories
- Read and comprehend literature across a 4-5 text complexity band
- Explain major differences in structure in informational text
- Compare and contrast a first hand / second hand account of an event
- Interpret information presented visually, orally, or quantitatively
- Explain how information presented visually, orally or quantitatively helps the reader understand the text
- Explain how an author uses reasons and evidence to support particular points in a text
- Integrate information from two texts on the same topic in order to write or speak
- Read and comprehend information text across a 4-5 text complexity band
- Determine theme of poetry
- Make inferences using support / evidence from the text
- Identify author's purpose
- Describe character, setting or events based on specific details in the text
- Describe elements of poetry and drama
- Compare and contrast poetry and drama
- Read poetry or prose accurately and fluently
- Identify points of view in poems
- Identify author's purpose
- Self select independent reading at appropriate reading level
- Read consistently and independently
- Reflect on reading
- Make connections (text-self, text-text, text-world) during and after reading

Whole Group-

- Teacher modeling
- Anchor charts
- Daily oral language
- Read alouds
- Mentor texts

Independent Practice

- Independent reading
- conferences

Small Groups

- Leveled reading
- Literacy centers

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
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Alternative- ● Interviews ● Google form ● Surveys		

Technology (NJSLS standard 8)	**Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)**
8.1.5.NI.2- Describe physical and digital security measures for protecting sensitive personal information 8.1.5.IC.2- Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users 8.1.5.DA.1- collect, organize and display data in order to highlight relationships or support a claim 8.1.5.DA.3- Organize and present collected data visually to communicate insights gained from different views of the data 8.1.5.DA.5- propose cause and effect relationships, predict outcomes, or communicate ideas using data	Science-***4-LS1-2-***-different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain Animals are able to use their perceptions and memories to guide their actions (LS1.D) SS-6.1.5.HistoryUP.1-Events may be viewed differently based on one's perspective

Differentiation (IEPs / 504s)	**Differentiation (ELL)**	**Differentiation (G &T)**
● Additional time for skill mastery ● Extended time on tests / quizzes ● Modified assignment / test format ● Modified test content ● Multi-sensory presentation ● Shortened assignments ● Exploration by interest ● Flexible grouping ● Goal setting with students ● Varied journal prompts ● Collaborating (general ed teacher / specialist) to modify vocabulary, omit or modify items ● Modify tests to reflect selected objectives ● Provide study guides ● Use authentic assessments with real-life problem	● Allow students to correct errors (looking for understanding) ● Teach key aspects of a topic- eliminate nonessential information using videos, illustrations, pictures and drawings to explain or clarify ● Allow products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc) to demonstrate student's learning ● Decreasing the amount of work presented or required ● Modifying tests to reflect selected objectives ● Provide study guides ● Reduce the number of	● Alternative formative and summative assessments ● Games and tournaments ● Group investigations ● Independent research and projects ● Interest groups ● Learning contracts ● Student and teacher designed leveled rubrics ● Literature circles ● Personal agendas ● Problem based or project based learning ● Tiered assignments/ activities

solving ● Have student repeat directions to check for understanding	answer choices on a multiple choice test ● Use computer word processing spell check and grammar check features ● Use true / false, matching or fill in the blank tests in lieu of essay tests	

UNIT: WRITING DOMAIN

Standard: W.AW.4.1	**Content Topic:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information

Strand	Disciplinary Core Ideas / Essential Statement / Objective
W.AW.4.1.A	Introduce an opinion clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose
W.AW.4.1.B	Provide reasons that are supported by facts from texts and / or other sources
W.AW.4.1.C	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition)
W.AW.4.1.D	Provide a conclusion related to the opinion presented

Practices / Skills & Lesson / Learning Activities

- Use a prewriting graphic organizer to organize thoughts
- Introduce a topic clearly
- Separate group related information in paragraphs and / or sections
- Include formatting (e.g., headings) illustrations, and multimedia when useful to aiding comprehension
- Develop the topic using facts, definitions, concrete details, quotations, or other information and examples related to the topic
- Link ideas with a logical progression within categories of information using words and phrases (e.g, another, for example, also, because)
- Use precise language and domain specific vocabulary to explain
- Produce clear and coherent writing
- Revise and edit in order to strengthen writing with support from peers and adults
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes and audiences
- Provide an opinion about a known topic
- Provide reasons and information to support point of view
- Craft an introduction that hooks the reader
- Craft a thoughtful conclusion that restates the opinion
- Choose words and phrases to convey ideas precisely

Whole Group-

- Teacher modeling
- Opinion writing
- Writing conventions
- Anchor charts
- Writing process
- Peer editing
- Graphic organizers
- Presentations
- Grammar

Independent Practice-

- Independent writing
- Conferences
- Self editing and revising

Small Groups

- Peer editing
- Literacy centers
- Collaborative writing

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Formative- ● Quick Writes ● Teacher observations ● Classroom discussions ● Collaborative work ● Entry journals ● Exit cards Summative- ● Vocabulary test ● Grammar test ● Reading test Alternative- ● Interviews ● Google form ● Surveys	DRA / Running Record Writing Benchmarks	● Newsela ● Readworks ● kidblog.org ● readwritethink.org ● Being a Writer ● Vocabulary Workshop ● Various Novels chosen by teachers ● Printed examples of similes, metaphors, idioms, adages, and proverbs

UNIT: WRITING DOMAIN

Standard: W.IW.4.2	**Content Topic:** Write informative / explanatory texts to examine a topic and convey ideas and information clearly

Strand	Disciplinary Core Ideas / Essential Statement / Objective
W.IW.4.2.A	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension
W.IW.4.2.B	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic

W.IW.4.2.C	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because)
W.IW.4.3.D	Use precise language and domain-specific vocabulary to inform about or explain the topic
W.IW.4.3.E	Provide a conclusion related to the information or explanation presented.

Practices / Skills & Lesson / Learning Activities
● Use a prewriting graphic organizer to organize thoughts ● Introduce a topic clearly ● Separate group related information in paragraphs and / or sections ● Include formatting (e.g., headings) illustrations, and multimedia when useful to aiding comprehension ● Develop the topic using facts, definitions, concrete details, quotations, or other information and examples related to the topic ● Link ideas with a logical progression within categories of information using words and phrases (e.g, another, for example, also, because) ● Use precise language and domain specific vocabulary to explain ● Produce clear and coherent writing ● Revise and edit in order to strengthen writing with support from peers and adults ● Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes and audiences ● Provide reasons and information to support point of view ● Choose words and phrases to convey ideas precisely Whole Group- ● Teacher modeling ● Informational writing ● Writing conventions ● Anchor charts ● Writing process ● Peer editing ● Graphic organizers ● Presentations ● Grammar Independent Practice- ● Independent writing ● Conferences ● Self-editing and revising Small Groups ● Peer editing ● Literacy centers ● Collaborative writing

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Formative- ● Quick Writes ● Teacher observations ● Classroom discussions ● Collaborative work	DRA / Running Record Writing Benchmarks	● Newsela ● Readworks ● kidblog.org ● readwritethink.org ● Being a Writer

● Entry journals ● Exit cards Summative- ● Vocabulary test ● Grammar test ● Reading test Alternative- ● Interviews ● Google form ● Surveys		● Vocabulary Workshop ● Various Novels chosen by teachers ● Printed examples of similes, metaphors, idioms, adages, and proverbs

UNIT: WRITING DOMAIN

Standard: W.NW.4.3	**Content Topic:** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

Strand	Disciplinary Core Ideas / Essential Statement / Objective
W.NW.4.3.A	Orient the reader by establishing a situation and introducing the narrator and / or characters; organize an event sequence that unfolds naturally
W.NW.4.3.B.	Use dialogue and description to develop experiences and events or show the responses of characters to situations
W.NW.4.3.C	Use a variety of transition words and phrases to manage the sequence of events
W.NW.4.3.D	Use concrete words and phrases and sensory details and explore using figurative language to convey experiences and events precisely
W.NW.4.3.E	Provide a conclusion that follows from the narrated experiences or events

Practices / Skills & Lesson / Learning Activities

- Use a prewriting graphic organizer to organize thoughts
- Select a specific topic/ idea
- Separate group related information in paragraphs and / or sections
- Use precise language and domain specific vocabulary to explain
- Produce clear and coherent writing
- Revise and edit in order to strengthen writing with support from peers and adults
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes and audiences
- Focus on a moment/ part of a real or imagined experience /event
- Use prewriting strategies (such as brainstorming, using graphic organizers, oral storytelling, free writing, notes and / or logs)
- Grab / entice the reader by use of a hook or lead (such as question, quote, description, dialogue, etc)
- Organize events sequentially (using transitional words and phrases)
- Use dialogue (appropriately to show responses of characters to situations)
- Provide a conclusion that follows from the narrated experience

Whole Group-

- Teacher modeling
- Narrative writing
- Writing conventions
- Anchor charts

- Writing process
- Peer editing
- Graphic organizers
- Presentations
- Grammar

Independent Practice-

- Independent writing
- Conferences
- Self editing and revising

Small Groups

- Peer editing
- Literacy centers
- Collaborative writing

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
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UNIT: WRITING DOMAIN

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

Strand	Disciplinary Core Ideas / Essential Statement / Objective
W.WP.4.4.A	identify audience, purpose, and intended length of composition before writing
W.WP.4.4.B	Use specialized, topic-specific language appropriate for the audience, purpose and subject matter
W.WP.4.4.C	Consider writing as a process, including self-evaluation, revision and editing
W.WP.4.4.D	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and / or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary
W.WP.4.4.E	After initial drafting, expand, combine, and reduce sentences for meaning, audience and style

Practices / Skills & Lesson / Learning Activities
● Use a prewriting graphic organizer to organize thoughts ● Produce clear and coherent writing ● Revise and edit in order to strengthen writing with support from peers and adults ● Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes and audiences ● Focus on a moment/ part of a real or imagined experience /event ● Use prewriting strategies (such as brainstorming, using graphic organizers, oral storytelling, free writing, notes and / or logs) Whole Group- ● Teacher modeling ● Narrative writing ● Writing conventions ● Anchor charts ● Writing process ● Peer editing ● Graphic organizers ● Presentations ● Grammar Independent Practice- ● Independent writing ● Conferences ● Self editing and revising Small Groups ● Peer editing ● Literacy centers ● Collaborative writing

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
Formative- ● Quick Writes ● Teacher observations ● Classroom discussions ● Collaborative work ● Entry journals ● Exit cards Summative- ● Vocabulary test ● Grammar test ● Reading test Alternative- ● Interviews ● Google form ● Surveys	DRA / Running Record Writing Benchmarks	● Newsela ● Readworks ● kidblog.org ● readwritethink.org ● Being a Writer ● Vocabulary Workshop ● Various Novels chosen by teachers ● Printed examples of similes, metaphors, idioms, adages, and proverbs

Alpha Public School
ELA Curriculum Map

UNIT: WRITING DOMAIN

Standard	Disciplinary Core Ideas / Essential Statement / Objective
W.WR.4.5	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic
W.SE.4.6	Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources
W.RW.4.7	Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences

Practices / Skills & Lesson / Learning Activities
● Conduct research using print and digital materials ● Introduce a topic clearly ● Draw evidence from text to support a thesis ● Produce and publish a clear and concise two-page research paper ● Provide a concluding statement that supports a thesis ● Edit and revise Whole Group- ● Teacher modeling ● Writing conventions ● Anchor charts ● Writing process ● Peer editing ● Graphic organizers ● Presentations ● Grammar Independent Practice- ● Independent writing ● Conferences ● Self editing and revising Small Groups ● Peer editing ● Literacy centers ● Collaborative writing

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● Vocabulary test ● Grammar test ● Reading test Alternative- ● Interviews ● Google form ● Surveys		● Printed examples of similes, metaphors, idioms, adages, and proverbs

Technology (NJSLS standard 8)	**Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)**
8.1.5.NI.2- Describe physical and digital security measures for protecting sensitive personal information 8.1.5.IC.2- Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users 8.1.5.DA.1- collect, organize and display data in order to highlight relationships or support a claim 8.1.5.DA.3- Organize and present collected data visually to communicate insights gained from different views of the data 8.1.5.DA.5- propose cause and effect relationships, predict outcomes, or communicate ideas using data	Science-***4-LS1-2***--different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain Animals are able to use their perceptions and memories to guide their actions (LS1.D) SS-6.1.5.HistoryUP.1-Events may be viewed differently based on one's perspective

Differentiation (IEPs / 504s)	**Differentiation (ELL)**	**Differentiation (G &T)**
● Additional time for skill mastery ● Extended time on tests / quizzes ● Modified assignment / test format ● Modified test content ● Multi-sensory presentation ● Shortened assignments ● Exploration by interest ● Flexible grouping ● Goal setting with students ● Varied journal prompts ● Collaborating (general ed teacher / specialist) to modify vocabulary, omit or modify items ● Modify tests to reflect selected objectives	● Allow students to correct errors (looking for understanding) ● Teach key aspects of a topic- eliminate nonessential information using videos, illustrations, pictures and drawings to explain or clarify ● Allow products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc) to demonstrate student's learning ● Decreasing the amount of work presented or required ● Modifying tests to reflect	● Alternative formative and summative assessments ● Games and tournaments ● Group investigations ● Independent research and projects ● Interest groups ● Learning contracts ● Student and teacher designed leveled rubrics ● Literature circles ● Personal agendas ● Problem based or project based learning ● Tiered assignments/ activities

● Provide study guides ● Use authentic assessments with real-life problem solving ● Have student repeat directions to check for understanding	selected objectives ● Provide study guides ● Reduce the number of answer choices on a multiple choice test ● Use computer word processing spell check and grammar check features ● Use true / false, matching or fill in the blank tests in lieu of essay tests	

UNIT: SPEAKING AND LISTENING DOMAIN

Standard	Disciplinary Core Ideas / Essential Statement / Objective
SL.PE.4.1.A.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Explicitly draw on previously read text or material and other information known about a topic to explore ideas under discussion.
SL.PE.4.1.B	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon norms for discussions and carry out assigned roles
SL.PE.4.1.C	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 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
SL.PE.4.1.D	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion
SL.II.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally)
SL.ES.4.3	Identify the reasons and evidence a speaker provides to support particular points
SL.PI.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
SL.UM.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes
SL.AS.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when

	appropriate to task and situation

Practices / Skills & Lesson / Learning Activities
● Follow classroom rules for safety and procedures ● Contribute to and participate in classroom discussions/ lessons ● Participate in discussions; pose and answer questions ● Complete assignments and organize materials to be prepared for meetings / lessons ● Demonstrate knowledge of classroom rules and procedures ● Use proper English when needed ● Take responsibility for their learning Whole Group- ● Teacher modeling ● Collaborative writing ● Journal writing ● Anchor charts ● Peer editing Independent Practice- ● Independent reading / writing ● Conferences ● Self editing and revising Small Groups ● Peer editing ● Literacy centers

Formative, Summative and Alternative Assessments	**Benchmark Assessments**	**Core Instructional and Supplemental Materials (including various texts at each grade level)**
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Technology (NJSLS standard 8)	**Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)**
8.1.5.NI.2- Describe physical and digital security measures for protecting	Science-***4-LS1-2***--different sense receptors are specialized for particular kinds of information, which may be then processed by the animal's brain

sensitive personal information 8.1.5.IC.2- Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users 8.1.5.DA.1- collect, organize and display data in order to highlight relationships or support a claim 8.1.5.DA.3- Organize and present collected data visually to communicate insights gained from different views of the data 8.1.5.DA.5- propose cause and effect relationships, predict outcomes, or communicate ideas using data	Animals are able to use their perceptions and memories to guide their actions (LS1.D) SS-6.1.5.HistoryUP.1-Events may be viewed differently based on one's perspective

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
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For all ELA units:

21st Century Education (NJSLS Standard 9)	Career Education
THEMES: Global Awareness Civic Literacy Environmental Literacy Communication Collaboration Media Literacy SKILLS: CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively with reason CRP6. Demonstrate creativity and innovation CRP7. Employ valid and reliable research strategies CRP11. Use technology to enhance productivity CRP12. Work productively in teams while using cultural global competence	-Arts, A/V Technology & Communication -Government and Public Administration -Education and Training