BELVIDERE CLUSTER CURRICULUM MAP

SUBJECT: English Language Arts

GRADE: 4

PACING>	UNIT #1	UNIT #2	UNIT #3a	UNIT #3b
	4 Weeks	12 Weeks	12 Weeks	12 Weeks
			(January)	(January)
TOPIC/THEME AND OBJECTIVES	 (September) Building a Reading Community Building a Community of Writers use a variety of word analysis skills to read unfamiliar words read, independently, appropriately leveled passages; self chosen and/or teacher chosen organize materials in order to participate in discussions use formal vs. informal language at appropriate times follow classroom rules for safety and procedures contribute to and participate in classroom discussions/lessons participate in discussions; pose/answer questions complete assignments and organize materials to be prepared for meetings/lessons demonstrate knowledge of classroom rules and procedures 	 (October) Reading Fiction Narrative Writing Answer literal questions supported with evidence from the text (RL.4.1.) Answer inferential questions supported with evidence for the text (RL.4.1.) Determine the theme of a text (RL.4.2.) Extract important details from a text to develop a summary (RL.4.2.) Use specific details to describe in depth a character, setting, or event (RL.4.3) Use context clues to determine meaning of words and phrases (RL.4.4) Explain major differences between poems, drama and prose (RL.4.5) Compare and contrast the point of view from which different stories are narrated (first and third person) (RL4.6) Discuss similarities and differences between a text and a multimedia version of the text (RL4.7) 		

use proper English when	Compare and contrast similar	Explain how an author uses	inform about or explain the
needed	themes presented from	reasons and evidence to	topic
 take responsibility for their 	multicultural stories (RL 4.9)	support particular points in a	craft a conclusion or section
learning	 Read and comprehend literature 	text (RI.4.8)	that is related to the
	across a 4-5 text complexity	 Integrate information from two 	information or explanation
	band (RL 4.10)	texts on the same topic in order	presented (W4.2)
	 Understand that narrative 	to write or speak (RI 4.9)	 produce clear and coherent
	writing shows real or	 Read and comprehension 	writing (W4.4)
	imaginative experiences	informational text across a 4-5	 revise and edit in order to
	 Understand that narrative 	text complexity band (RL 4.10)	strengthen writing with support
	writing can be used to inform,		from peers and adults (W4.5)
	instruct, persuade or entertain		recall relevant information from
	Select a specific topic		experiences or gather relevant
	 Focus on a moment/part of a 		information from print and
	real or imagined		digital sources (W4.8)
	experience/event		Draw evidence from literary or
	 Use prewriting strategies (such 		informational texts to support
	as: brainstorming, using		analysis, reflection, and
	graphic organizers, oral		research.(W4.9)
	storytelling, free writing, notes		Write routinely over extended
	and/or logs)		time frames (time for research,
	Grab/entice the reader by use		reflection, and revision) and
	of a hook or lead (such as:		shorter time frames (a single
	question, quote, description,		sitting or a day or two) for a
	dialogue , etc.)		range of discipline-specific
	 Introduce the topic clearly 		tasks, purposes, and audiences.
	 Organize events sequentially 		(W4.10)
	(using transitional words and		• Use modal auxiliaries (e.g., can,
	phrases)		may, must) to convey various
	 Use dialogue (appropriately to 		conditions (L4.1)
	show responses of character to		 produce complete sentences,
	situations)		recognizing and correcting
	 Provide a conclusion that 		inappropriate fragments and
	follows from the narrated		run-ons (L4.1)
	experience		correctly use frequently
			confused words (e.g., to, too,
			two; there, their) (L4.1)
			• use correct capitalization (L4.2)
			 spell grade-appropriate words
			correctly, consulting references
			as needed (L4.2)
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		Use commas and quotation
		marks to mark and quotations
		from a text. (L4.2)
		Use a comma before a
		coordinating conjunction in a
		compound sentence (L4.2)
		 use correct punctuation, at
		times for effect (L4.2) (L4.3)
		 choose words and phrases to
		convey ideas precisely (L4.3)
		 Use domain-specific words and
		phrases that are basic to a
		particular topic (e.g., wildlife,
		conservation, and endangered
		when discussing animal
		preservation) (W4.6)
		 provide an opinion about a
		known topic (W4.1)
		 provide reasons and
		information to support point of
		view (W4.1)
		use a prewriting graphic
		organizer to organize thoughts
		(W4.1)
		craft an introduction that hooks
		the reader (W4.1)
		 develop paragraphs that use
		information, reasons, and
		details to support the writer's
		opinion (W4.1)
		develop a logical progression of
		ideas through the use of
		transitional words and phrases
		(e.g., for instance, in order to,
		in addition) (W4.1)
		 craft a thoughtful conclusion
		that restates the opinion (W4.1)
		 produce clear and coherent
		writing (W4.4)
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				 utilize a multi paragraph organizational structure based on topics (W4.4) revise in order to strengthen writing with support from peers and adults (W4.5) edit in order to strengthen writing with support from peers and adults (W4.5) 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. (W4.10) produce complete sentences, recognizing and correcting inappropriate fragments and run-ons (L4.1) correctly use frequently confused words (e.g., to, too, two; there, their) (L4.1) use correct capitalization (L4.2) spell grade-appropriate words correctly, consulting references as needed (L4.2) use correct punctuation, at times for effect (14.2) (14.2)
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	 READING: Why do we have rules? What is needed to encourage a positive learning environment? 	 READING: How do you successfully read and comprehend literature? What are the elements of literature? Readers read for different purposes. 	 What are the elements of informational texts? What can we learn from reading informational texts? Readers read for different purposes. 	 EXPOSITORY: How does a writer convey information clearly and accurately to deepen the reader's understanding of a topic?. Informational/explanatory writing conveys accurate information to increase

How do we take	Literature has a unique	Informational texts have a	the reader's knowledge of
responsibility for ou	r set of identifiable	unique set of identifiable	a subject, to help readers
own learning?	characters	text features.	better understand a
A structured,	 Literature can be classified 	 Informational texts can be 	procedure or process, or
positive, safe	into genres	organized into different	to provide readers with an
environment is	WRITING:	genres	enhanced comprehension
necessary for	 Why do people tell/write 		of a concept.
learning.	real or imagined stories?		Effective
A positive reading	How do writers craft		informational/explanatory
community promot	engaging, vivid		writing uses a variety of
learning.	narratives?		techniques (naming,
WRITING:	Narratives are carefully		defining, describing,
What does it take t	structured (real or		differentiating different
create a positive	imagined) depictions of		types or parts,
learning	diverse human		comparing/contrasting
environment?	experiences.		ideas or concepts, citing
How can we share	A narrative writer conveys		an anecdote or scenario)
thoughts and ideas	to meaning through		to communicate how
help others?	deliberate use of literary		things work and why
Positive reactions w	ill elements and narrative		things happen.
come from	techniques.		
constructive criticis	n.		OPINION
Learning occurs wh	en		What are the elements of
a community of			informational texts?
writers is established	d.		Why is it important to
			share your opinions?
			Why must opinions be
			based in factual
			information?
			• My voice can and should
			be heard.

STANDARDS	Reading Foundational Skills	Reading Literature (RL)	Reading (R)	Expository
	(RF)			
	NJSLSA.RF.4.3	NJSLSA.RL.4.1	NJSLSA.R.2	Writing (W)
	Know and apply grade-level	Refer to details and examples	Determine central ideas or themes	
	phonics and word analysis	in a text and make relevant	of a text and analyze their	NJSLSA.W.4.2
	skills in decoding words.	connections when explaining	development; summarize the key	Write informative/explanatory texts
		what the text says explicitly	supporting details and ideas.	to examine a topic and convey
	NJSLSA.RF.4.3.A	and when drawing inferences	Reading Informational Text (RI)	ideas and information clearly.
	Use combined knowledge of all letter-sound correspondences,	<u>from the text.</u>	Reading Informational Text (RI)	NJSLSA.W.4.2a
	syllabication patterns, and	NJSLSA.RL.4.2	NJSLSA.RI.4.1	Introduce a topic clearly and group
	morphology (e.g., roots and	Determine a key details to	Refer to details and examples	related information in paragraphs
	affixes) to read accurately	identify theme in a story,	in a text and make relevant	and sections; include formatting
	unfamiliar multisyllabic words	drama, or poem and summarize	connections when explaining	(e.g., headings), illustrations, and
	in context and out of context.	the text.	what the text says explicitly	multimedia when useful to aiding
	In context and out of context.	the text.	and when drawing inferences	comprehension.
	NJSLSA.RF.4.4	NJSLSA.RL.4.3	from the text.	comprehension.
	Read with sufficient accuracy	Describe in depth a character,		NJSLSA.W.4.2.B
	and fluency to support	setting, or event in a story or	NJSLSA.RI.4.2	Develop the topic with facts,
	comprehension.	drama, drawing on specific details	Determine the main idea of a text	definitions, concrete details,
	comprenension	in the text (e.g., a character's	and explain how it is supported by	text evidence, or other
	NJSLSA.RF.4.4.A	thoughts, words, or actions).	key details; summarize the text.	information and examples
	Read on-level text with	choughts, words, or accions,		related to the topic.
	purpose and understanding.	NJSLSA.RL.4.4	NJSLSA.RI.4.3	related to the topici
		Determine the meaning of	Explain events, procedures, ideas,	NJSLSA.W.4.2.C
	NJSLSA.RF.4.4.C	words and phrases as they are	or concepts in a historical,	Link ideas within paragraphs
	Use context to confirm or	used in a text, including those	scientific, or technical text,	and sections of information
	self-correct word recognition	that allude to significant	including what happened and why,	using words and phrases (e.g.,
	and understanding, rereading	characters found in literature.	based on specific information in the	another, for example, also,
	as necessary.		text.	because).
		NJSLSA.RL.4.5		
	Speaking and Listening (SL)	Explain major differences between	NJSLSA.RI.4.4	NJSLSA.W.4.2.D
		poems, drama, and prose, and	Determine the meaning of general	Use precise language and
	NJSLSA.SL.4.1	refer to the structural elements of	academic and domain-specific	domain-specific vocabulary to
	Engage effectively in a range	poems (e.g., verse, rhythm,	words or phrases in a text relevant	inform about or explain the topic.
	of collaborative discussions	meter) and drama (e.g., casts of	to a grade 4 topic or subject area.	
	(one-on-one, in groups, and	characters, settings, descriptions,		NJSLSA.W.4.2.E
	teacher-led) with diverse	dialogue, stage directions) when	NJSLSA.RI.4.5	Provide a conclusion related to
	partners on grade 4 topics and	writing or speaking about a text.	Describe the overall structure	the information or explanation
	texts, building on others' ideas		(e.g., chronology, comparison,	presented.
	and expressing their own	NJSLSA.RL.4.6	cause/effect, problem/solution) of	
	clearly.	Compare and contrast the point of	events, ideas, concepts, or	NJSLSA.W.4.4
		view from which different stories are narrated, including the	information in a text or part of a	Produce clear and coherent writing
	NJSLSA.SL.4.1.A		text.	in which the development and
	Explicitly draw on previously read text or	difference between first- and third-person narrations.	NJSLSA.RI.4.6	organization are appropriate to task, purpose, and audience.
	materials and other		NJSLSA.KI.4.0	task, purpose, and audience.
	materials and other			

information known about	NJSLSA.RL.4.7	Compare and contrast a firsthand	
the topic to explore ideas	Make connections between	and secondhand account of the	
under discussion.	specific descriptions and	same event or topic; describe the	NJSLSA.W.4.5
NJSLSA.SL.4.1.B	directions in a text and a visual	differences in focus and the	With guidance and support from
Follow agreed-upon rules for	or oral representation of the	information provided.	peers and adults, develop and
discussions and carry out	text.		strengthen writing as needed by
assigned roles.	<u>coxei</u>	NJSLSA.RI.4.7	planning, revising, and editing.
	NJSLSA.RL.4.9	Interpret information presented	planning, revising, and calling
NJSLSA.SL.4.1.C	Compare, contrast and reflect	visually, orally, or quantitatively	NJSLSA.W.4.7
Pose and respond to specific	on (e.g., practical knowledge,	(e.g., in charts, graphs, diagrams,	Conduct short research projects
questions to clarify or follow	historical.cultural context, and	time lines, animations, or	that build knowledge through
up on information, and make	background knowledge) stories	interactive elements on Web	investigation of different aspects o
comments that contribute to	in the same genre (e.g.,	pages) and explain how the	a topic.
the discussion and link to the	mysteries and adventure	information contributes to an	a topic.
remarks of others.	stories) on their approaches to		NJSLSA.W.4.8
remarks of others.	similar themes and topics.	understanding of the text in which	Recall relevant information from
NJSLSA.SL.4.1.D	similar themes and topics.	it appears.	
	Beeding Foundational Chills		experiences or gather relevant
Review the key ideas	Reading Foundational Skills	NJSLSA.RI.4.8	information from print and digital
expressed and explain their	(RF)	Explain how an author uses	sources; take notes and categorize
own ideas and understanding		reasons and evidence to support	information, and provide a list of
in light of the discussion.	NJSLSA.RF.4.4	particular points in a text.	sources.
	Read with sufficient accuracy and		
NJSLSA.SL.4.5	fluency to support comprehension.	NJSLSA.RI.4.9	NJSLSA.W.4.9
Add audio recordings and		Integrate and reflect on (e.g.,	Draw evidence from literary or
visual displays to	NJSLSA.RF.4.4.A	practical knowledge,	informational texts to support
presentations when	Read on-level text with purpose	historical/cultural context, and	analysis, reflection, and research.
appropriate to enhance the	and understanding.	background knowledge)	
development of main ideas or		information from two texts on	NJSLSA.W.4.9.A
themes.	NJSLSA.RF.4.4.B	the same topic in order to write	Apply grade 4 Reading standards
	Read on-level prose and poetry	or speak about the subject	to literature (e.g., "Describe in
NJSLSA.SL.4.6	orally with accuracy, appropriate	knowledgeably.	depth a character, setting, or even
Differentiate between contexts	rate, and expression on successive		in a story or drama, drawing on
that call for formal English	readings.	NJSLSA.RI.4.10	specific details in the text [e.g., a
(e.g., presenting ideas) and		By the end of the year, read	character's thoughts, words, or
situations where informal	NJSLSA.RF.4.4.C	and comprehend literary	actions].").
discourse is appropriate (e.g.,	Use context to confirm or	nonfiction at grade level	
small-group discussion); use	self-correct word recognition and	text-complexity or above, with	NJSLSA.W.4.9.B
formal English when	understanding, rereading as	scaffolding as needed.	Apply grade 4 Reading standards
appropriate to task and	necessary.		to informational texts (e.g.,
situation.		Reading Foundational Skills	"Explain how an author uses
	WRITING:	(RF)	reasons and evidence to support
	NJSLSA.W.4.3		particular points in a text").
	Write narratives to develop real	NJSLSA.RF.4.4	
WRITING:	or imagined experiences or	Read with sufficient accuracy and	NJSLSA.W.4.10
-	events using narrative	fluency to support comprehension.	Write routinely over extended
NJSLSA.W.5.10	technique, descriptive details,	,	time frames (time for research,
	and clear event sequences.	NJSLSA.RF.4.4.A	reflection,

	rite routinely over extended	NJSLSA.W.4.3.A	Read on-level text with purpose	metacognition/self-correction
	ne frames (time for	Orient the reader by establishing a	and understanding.	and revision) and shorter time
res	search, reflection, and	situation and introducing a narrator		frames (a single sitting or a day
rev	vision) and shorter time	and/or characters; organize an	NJSLSA.RF.4.4.B	or two) for a range of
frar	imes (a single sitting or a	event sequence that unfolds	Read on-level prose and poetry	discipline-specific tasks,
	y or two) for a range of	naturally.	orally with accuracy, appropriate	purposes, and audiences.
	scipline-specific tasks,	,	rate, and expression on successive	· · · · · · · · · · · · · · · · · · ·
	rposes, and audiences.	NJSLSA.W.4.3.B	readings.	Language (L)
		Use dialogue and description to		
		develop experiences and events or	NJSLSA.RF.4.4.C	NJSLSA.L.4.1.A
		show the responses of characters	Use context to confirm or	Use relative pronouns (who,
		to situations.	self-correct word recognition and	whose, whom, which, that) and
			understanding, rereading as	relative adverbs (where, when,
		NJSLSA.W.4.3.C	necessary.	why).
		Use a variety of transitional words	necessary.	wity).
		and phrases to manage the		NJSLSA.L.4.1.B
		sequence of events.		Form and use the progressive
				(e.g., I was walking; I am walking;
		NJSLSA.W.4.3.D		I will be walking) verb tenses.
		Use concrete words and phrases		
		and sensory details to convey		NJSLSA.L.4.1.C
		experiences and events precisely.		Use modal auxiliaries (e.g., can,
				may, must) to convey various
		NJSLSA.W.4.3.E		conditions.
		Provide a conclusion that follows		
		from the narrated experiences or		NJSLSA.L.4.1.D
		events.		Order adjectives within sentences
				according to conventional patterns
		NJSLSA.W.4.4		(e.g., a small red bag rather than a
		Produce clear and coherent writing		red small bag).
		in which the development and		
		organization are appropriate to		NJSLSA.L.4.1.E
		task, purpose, and audience.		Form and use prepositional
				phrases.
		NJSLSA.W.4.5		·
		With guidance and support from		NJSLSA.L.4.1.F
		peers and adults, develop and		Produce complete sentences,
		strengthen writing as needed by		recognizing and correcting
		planning, revising, and editing.		inappropriate fragments and
		Filling, i et eng, and earting		run-ons.
		NJSLSA.W.4.8		
		Recall relevant information from		NJSLSA.L.4.1.G
		experiences or gather relevant		Correctly use frequently confused
		information from print and digital		words (e.g., to, too, two; there,
		sources; take notes and categorize		their).
		information, and provide a list of		uien j.
		sources.		NJSLSA.L.4.2.A
		Sources.		NJJLJALL4.Z.A

	NJSLSA.W.4.10	Use correct capitalization.
	Write routinely over extended	
	time frames (time for research,	NJSLSA.L.4.2.B
	reflection,	Use commas and quotation marks
	metacognition/self-correction	to mark direct speech and
	and revision) and shorter time	quotations from a text.
	frames (a single sitting or a day	
	<u>or two) for a range of</u>	NJSLSA.L.4.2.C
	discipline-specific tasks,	Use a comma before a coordinating
	purposes, and audiences.	conjunction in a compound
		sentence.
	Speaking and Listening (SL)	
		NJSLSA.L.4.2.D
	NJSLSA.SL.4.6	Spell grade-appropriate words
	Differentiate between contexts that	correctly, consulting references as
	call for formal English (e.g.,	needed.
	presenting ideas) and situations	
	where informal discourse is	NJSLSA.L.4.3.A
	appropriate (e.g., small-group	Choose words and phrases to
	discussion); use formal English	convey ideas precisely.
	when appropriate to task and	
	situation.	NJSLSA.L.4.3.B
		Choose punctuation for effect.
	Language (L)	
		NJSLSA.L.4.3.C
	NJSLSA.L.4.1	Differentiate between contexts that
	Demonstrate command of the	call for formal English (e.g.,
	conventions of standard English	presenting ideas) and situations
	grammar and usage when writing	where informal discourse is
	or speaking.	appropriate (e.g., small-group
		discussion).
	NJSLSA.L.4.1.A	
	Use relative pronouns (who,	NJSLSA.L.4.4.A
	whose, whom, which, that) and	Use context (e.g., definitions,
	relative adverbs (where, when,	examples, or restatements in text)
	why).	as a clue to the meaning of a word
		or phrase.
	NJSLSA.L.4.1.B	
	Form and use the progressive	NJSLSA.L.4.4.B
	(e.g., I was walking; I am walking;	Use common, grade-appropriate
	I will be walking) verb tenses.	Greek and Latin affixes and roots
		as clues to the meaning of a word
	NJSLSA.L.4.1.C	(e.g., telegraph, photograph,
	Use modal auxiliaries (e.g., can,	autograph).
	may, must) to convey various	
	conditions.	NJSLSA.L.4.4.C
·		

NJSLSA.L.4.1.D	Consult reference materials (e.g.,
Order adjectives within sentences	dictionaries, glossaries,
according to conventional patterns	thesauruses), both print and
(e.g., a small red bag rather than a	digital, to find the pronunciation
red small bag).	and determine or clarify the precise
	meaning of key words and phrases.
	meaning of key words and phrases.
NJSLSA.L.4.1.E	
Form and use prepositional	NJSLSA.L.4.5.C
phrases.	Demonstrate understanding of
	words by relating them to their
NJSLSA.L.4.1.F	opposites (antonyms) and to words
Produce complete sentences,	with similar but not identical
recognizing and correcting	meanings (synonyms).
inappropriate fragments and	
run-ons.	NJSLSA.L.4.6
Tutt-otts.	
	Acquire and use accurately
NJSLSA.L.4.1.G	grade-appropriate general
Correctly use frequently confused	academic and domain-specific
words (e.g., to, too, two; there,	words and phrases, including those
their).	that signal precise actions,
· · · · · · · · · · · · · · · · · · ·	emotions, or states of being (e.g.,
NJSLSA.L.4.2	quizzed, whined, stammered) and
Demonstrate command of the	that are basic to a particular topic
	· · · · · · · · · · · · · · · · · · ·
conventions of standard English	(e.g., wildlife, conservation, and
capitalization, punctuation, and	endangered when discussing
spelling when writing.	animal preservation).
NJSLSA.L.4.2.A	OPINION
Use correct capitalization.	
	Reading Literature (RL)
NJSLSA.L.4.2.B	
Use commas and guotation marks	NJSLSA.RL.4.3
to mark direct speech and	Describe in depth a character,
quotations from a text.	setting, or event in a story or
	drama, drawing on specific details
NJSLSA.L.4.2.C	in the text (e.g., a character's
Use a comma before a coordinating	thoughts, words, or actions).
conjunction in a compound	
sentence.	Writing (W)
NJSLSA.L.4.2.D	NJSLSA.W.4.1
Spell grade-appropriate words	Write opinion pieces on topics or
correctly, consulting references as	texts, supporting a point of view
needed.	with reasons and information.
NJSLSA.L.4.3	NJSLSA.W.4.1.A
	NJJLJA.W.4.1.A

Use knowledge of language and its	Introduce a topic or text clearly,
conventions when writing,	state an opinion, and create an
speaking, reading, or listening.	organizational structure in which
	related ideas are grouped to
NJSLSA.L.4.3.A	support the writer's purpose.
Choose words and phrases to	
convey ideas precisely.	NJSLSA.W.4.1.B
	Provide reasons that are
NJSLSA.L.4.3.B	supported by facts from texts
Choose punctuation for effect.	and/or other sources.
	NJSLSA.W.4.1.C
NJSLSA.L.4.3.C	Link opinion and reasons using
Differentiate between contexts that	words and phrases (e.g., for
call for formal English (e.g.,	instance, in order to, in addition).
presenting ideas) and situations	
where informal discourse is	NJSLSA.W.4.1.D
appropriate (e.g., small-group	Provide a conclusion related to
discussion).	the opinion presented.
NJSLSA.L.4.5.C	NJSLSA.W.4.4
Demonstrate understanding of	Produce clear and coherent writing
words by relating them to their	in which the development and
opposites (antonyms) and to words	organization are appropriate to
with similar but not identical	task, purpose, and audience.
meanings (synonyms).	
	NJSLSA.W.4.5
NJSLSA.L.4.6	With guidance and support from
Acquire and use accurately	peers and adults, develop and
grade-appropriate general	strengthen writing as needed by
academic and domain-specific	planning, revising, and editing.
words and phrases, including those	
that signal precise actions,	NJSLSA.W.4.6
emotions, or states of being (e.g.,	With some guidance and support
quizzed, whined, stammered) and	from adults, use technology,
that are basic to a particular topic	including the Internet, to produce
(e.g., wildlife, conservation, and	and publish writing as well as to
endangered when discussing	interact and collaborate with
animal preservation).	others; demonstrate sufficient
	command of keyboarding skills to
	type a minimum of one page in a
	single sitting.
	NJSLSA.W.4.7
	Conduct short research projects
	that build knowledge through
	investigation of different aspects of
	a topic.

	NJSLSA.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.
	NJSLSA.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
	NJSLSA.W.4.9.A Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
	NJSLSA.W.4.9.B Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
	NJSLSA.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.
	Speaking and Listening (SL)
	NJSLSA.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

INSTRUCTIONAL PROCEDURES	Whole Group Teacher Modeling Collaborative Writing Journal Writing Anchor Charts Daily Oral Language Writing Process Peer Editing Read alouds Mentor Texts Independent Writing Independent Reading Conferences Self Editing and Revising Stop & Jot Small Groups Peer Editing Leveled reading Literacy Centers	Whole GroupTeacher ModelingCollaborative WritingWriting ConventionsJournal WritingAnchor ChartsDaily Oral LanguageWriting ProcessPeer EditingRole PlayingRead aloudsMentor TextsGraphic OrganizersNarrative WritingGrammarIndependent WritingIndependent ReadingConferencesSelf Editing & RevisingStop & JotSmall GroupsPeer EditingLiteracy CentersCollaborative WritingNovel engineering	Whole Group Teacher Modeling Infographics Text Feature Scavenger Hunt Anchor Charts Mentor Texts Read alouds Research Anecdotal Notes Independent Reading Conferences Independent research Note taking Small Groups Leveled reading Literacy Centers Novel Engineering	NJSLSA.SL.4.4Report on a topic or text, tell astory, or recount an experience inan organized manner, usingappropriate facts and relevant,descriptive details to support mainideas or themes; speak clearly atan understandable pace.Whole GroupTeacher ModelingInformational writingOpinion writingWriting ConventionsAnchor ChartsWriting ProcessPeer editingGraphic OrganizersPeer EditingPresentationsResearchGrammarReflectionsIndependent writingConferencesSelf editing & revisingResearchSmall GroupsPeer editingLiteracy CentersCollaborative writing
INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS	Materials www.newslea.com www.readworks.org www.kidblog.org www.edmodo.com Google Earth www.powtoon.com www.flipgrid.com	Materials www.newslea.com www.readworks.org www.kidblog.org www.edmodo.com Google Earth www.powtoon.com www.flipgrid.com	Materials www.newslea.com www.readworks.org www.kidblog.org www.edmodo.com Google Earth www.powtoon.com www.flipgrid.com	Materials www.newslea.com www.readworks.org www.kidblog.org www.edmodo.com Google Earth www.powtoon.com www.flipgrid.com

	www.duolingo.com	www.duolingo.com	www.duolingo.com	www.duolingo.com
	White Township	White Township	White Township	White Township
	Making Meaning	Making Meaning	Making Meaning	Making Meaning
	Being a Writer	Being a Writer	Being a Writer	Being a Writer
	Zaner-Bloser Spelling	Zaner-Bloser Spelling	Zaner-Bloser Spelling	Zaner-Bloser Spelling
	Vocabulary Workshop	Vocabulary Workshop	Vocabulary Workshop	Vocabulary Workshop
	CAFE	CAFE	CAFE	CAFE
		0		
	Норе	Норе	Норе	Норе
	Lucy Calkins Writing	Lucy Calkins Writing	Lucy Calkins Writing	Lucy Calkins Writing
	Words Their Way	Words Their Way	Words Their Way	Words Their Way
	Write Source	Write Source	Write Source	Write Source
	Writing Fundamentals	Writing Fundamentals	Writing Fundamentals	Writing Fundamentals
	Belvidere	Belvidere	Belvidere	Belvidere
	Just words	Just words	Just words	Just words
	Journeys	Journeys	Journeys	Journeys
	Quill	Quill	Quill	Quill
	Wevideo	Wevideo	Wevideo	Wevideo
	Actively Learn	Actively Learn	Actively Learn	Actively Learn
	Leveled Texts	Leveled Texts	Leveled Texts	Leveled Texts
	Various Novels chosen by	Various Novels chosen by Teachers	Various Novels chosen by Teachers	Various Novels chosen by Teachers
		various noveis chosen by reachers	various novers chosen by reachers	various noveis chosen by reachers
	Teachers			
ASSESSMENTS	<u>Formative</u>	Formative	Formative	Formative
	Quick Writes	Quick Writes	Quick Writes	Quick Writes
	Teacher observations	Teacher observations	Teacher Observations	Teacher Observations
	Classroom discussions	Classroom discussions	Classroom Discussions	Classroom Discussions
	Collaborative work	Collaborative work	Entry Journals	Entry Journals
	Entry journals	Entry journals	Collaborative Work	Collaborative Work
	Exit cards	Exit cards	Exit Cards	Exit Cards
		Anecdotal Notes	Graffiti Wall	Graffiti Wall
	Summative		Anecdotal notes	Anecdotal notes
	Spelling Tests	Summative		
	Grammar Tests	Spelling Tests	Summative	Summative
	Vocabulary Tests	Grammar Tests	Spelling Tests	Spelling Tests
	Reading Tests	Vocabulary Tests	Grammar Tests	Grammar Tests
		Reading Tests	Vocabulary Tests	Vocabulary Tests
	<u>Benchmark</u>	Narrative Writing	Reading Tests	Informational Writing
	DRA			Opinion writing
	Writing Benchmark	Benchmark	Benchmark	
	MAPP Testing		DRA	Benchmark
		Alternative	Mapp Testing	Writing Response
	NWEA MAP	Alternative		
				Writing Response
	BAS	Google Classrooms	NWEA MAP	
				Alternative Poster projects

	Alternative	Book reports	1	Wevideo
	Interviews	OR Code	Alternative	Podcasts
		Comic Strip	Google Classrooms	
	Google Classroom	Conne Strip		QR code
	Surveys		Google slides	Google Classroom
	Reading Inventory		Podcasts	Google Slides 6
	Multiple Intelligence survey		Book Reports	
	Graffiti Wall		Video	
			Teacher made Comprehension	
			Checks	
ACCOMMODATIONS	Special Education	Special Education	Special Education	Special Education
	 Printed copy of board 	 Printed copy of board work/notes 	 Printed copy of board work/notes 	 Printed copy of board work/notes
	work/notes provided	provided	provided	provided
	 Additional time for skill 	 Additional time for skill mastery 	 Additional time for skill mastery 	 Additional time for skill mastery
	mastery	- Center-Based Instruction	- Center-Based Instruction	- Center-Based Instruction
	- Center-Based Instruction	- Extended time on tests/ guizzes	- Extended time on tests/ guizzes	- Extended time on tests/ guizzes
	- Extended time on tests/	 Modified assignment & test 	 Modified assignment & test 	 Modified assignment & test
		format	format	format
	quizzes		 Modified test content 	 Modified test content
	 Modified assignment & test 	 Modified test content 		
	format	 Multi-sensory presentation 	 Multi-sensory presentation 	 Multi-sensory presentation
	 Modified test content 	 Use open book, study guides, 	 Use open book, study guides, 	 Use open book, study guides,
	 Multi-sensory presentation 	test prototypes	test prototypes	test prototypes
	 Use open book, study 	 Exploration by interest 	 Exploration by interest 	 Exploration by interest
	guides, test prototypes	 Varied journal prompts 	 Varied journal prompts 	 Varied journal prompts
	 Exploration by interest 			
	 Varied journal prompts 	ELL	ELL	ELL
		 Allowing students to correct 	- Allowing students to correct	 Allowing students to correct
	ELL	errors (looking for	errors (looking for	errors (looking for
	- Allowing students to correct	understanding)	understanding)	understanding)
	errors (looking for	- Teaching key aspects of a topic	- Teaching key aspects of a topic	- Teaching key aspects of a topic
	understanding)	Eliminate nonessential	Eliminate nonessential	Eliminate nonessential
	- Teaching key aspects of a	information Using videos,	information Using videos,	information Using videos,
	topic Eliminate nonessential	illustrations, pictures, and	illustrations, pictures, and	illustrations, pictures, and
	information Using videos,	drawings to explain or clarify	drawings to explain or clarify	drawings to explain or clarify
	illustrations, pictures, and	 allowing products (projects, 	 allowing products (projects, 	 allowing products (projects,
	drawings to explain or	timelines, demonstrations,	timelines, demonstrations,	timelines, demonstrations,
	clarify	models, drawings, dioramas,	models, drawings, dioramas,	models, drawings, dioramas,
	 allowing products (projects, 	poster boards, charts, graphs,	poster boards, charts, graphs,	poster boards, charts, graphs,
	timelines, demonstrations,	slideshows, videos, etc.) to	slideshows, videos, etc.) to	slideshows, videos, etc.) to
	models, drawings,	demonstrate student's learning	demonstrate student's learning	demonstrate student's learning
	dioramas, poster boards,	 Allowing the use of note cards or 	 Allowing the use of note cards or 	 Allowing the use of note cards or
	charts, graphs, slideshows,	open-book during testing	open-book during testing	open-book during testing
	videos, etc.) to demonstrate	 Modifying tests to reflect 	 Modifying tests to reflect 	 Modifying tests to reflect
	student's learning	selected objectives	selected objectives	selected objectives
	 Allowing the use of note 	 Providing study guides 	 Providing study guides 	 Providing study guides
	cards or open-book during	 Reducing or omitting lengthy 	 Reducing or omitting lengthy 	 Reducing or omitting lengthy
	testing	outside reading assignments	outside reading assignments	outside reading assignments
	testing	outside reduing assignments	outside reduing assignments	outside reduing assignments

 Modifying tests to reflect 	 Reducing the number of answer 	 Reducing the number of answer 	 Reducing the number of answer
selected objectives	choices on a multiple choice test	choices on a multiple choice test	choices on a multiple choice test
 Providing study guides 	 Using computer word processing 	 Using computer word processing 	 Using computer word processing
 Reducing or omitting 	spell check and grammar check	spell check and grammar check	spell check and grammar check
lengthy outside reading	features	features	features
assignments			
 Reducing the number of 	At Risk	At Risk	At Risk
answer choices on a	- Allowing students to correct	 Allowing students to correct 	 Allowing students to correct
multiple choice test	errors (looking for	errors (looking for	errors (looking for
 Using computer word 	understanding)	understanding)	understanding)
processing spell check and	- Teaching key aspects of a topic	 Teaching key aspects of a topic 	- Teaching key aspects of a topic
grammar check features	Eliminate nonessential	Eliminate nonessential	Eliminate nonessential
granniar check reacures	information allowing products	information allowing products	information allowing products
At Risk			
 Allowing students to correct 	(projects, timelines, demonstrations, models,	(projects, timelines, demonstrations, models,	(projects, timelines, demonstrations, models,
5	, ,	, ,	, ,
errors (looking for	drawings, dioramas, poster	drawings, dioramas, poster	drawings, dioramas, poster
understanding)	boards, charts, graphs,	boards, charts, graphs,	boards, charts, graphs,
 Teaching key aspects of a 	slideshows, videos, etc.) to	slideshows, videos, etc.) to	slideshows, videos, etc.) to
topic Eliminate nonessential	demonstrate student's learning	demonstrate student's learning	demonstrate student's learning
information allowing	 Allowing students to select from 	 Allowing students to select from 	 Allowing students to select from
products (projects,	given choices	given choices .	given choices .
timelines, demonstrations,	 Allowing the use of note cards or 	 Allowing the use of note cards or 	 Allowing the use of note cards or
models, drawings,	open-book during testing	open-book during testing	open-book during testing
dioramas, poster boards,	 Collaborating (general education 	 Collaborating (general education 	 Collaborating (general education
charts, graphs, slideshows,	teacher and specialist) to modify	teacher and specialist) to modify	teacher and specialist) to modify
videos, etc.) to demonstrate	vocabulary, omit or modify items	vocabulary, omit or modify items	vocabulary, omit or modify items
student's learning	to reflect objectives for the	to reflect objectives for the	to reflect objectives for the
 Allowing students to select 	student, eliminate sections of the	student, eliminate sections of the	student, eliminate sections of the
from given choices .	test, and determine how the	test, and determine how the	test, and determine how the
 Allowing the use of note 	grade will be determined prior to	grade will be determined prior to	grade will be determined prior to
cards or open-book during	giving the test	giving the test	giving the test
testing	 Marking students' correct and 	 Marking students' correct and 	 Marking students' correct and
 Collaborating (general 	acceptable work, not the	acceptable work, not the	acceptable work, not the
education teacher and	mistakes	mistakes	mistakes
specialist) to modify	 Using authentic assessments 	 Using authentic assessments 	 Using authentic assessments
vocabulary, omit or modify	with real-life problem-solving	with real-life problem-solving	with real-life problem-solving
items to reflect objectives	 using videos, illustrations, 	 using videos, illustrations, 	 using videos, illustrations,
for the student, eliminate	pictures, and drawings to explain	pictures, and drawings to explain	pictures, and drawings to explain
sections of the test, and	or clarify	or clarify	or clarify
determine how the grade	 Exploration by interest 	 Exploration by interest 	 Exploration by interest
will be determined prior to	- Varied journal prompts	 Varied journal prompts 	- Varied journal prompts
giving the test			
 Marking students' correct 	Gifted and Talented	Gifted and Talented	Gifted and Talented
and acceptable work, not	 Alternative formative and 	 Alternative formative and 	 Alternative formative and
the mistakes	summative assessments	summative assessments	summative assessments
	- Choice boards	- Choice boards	- Choice boards
	- Leveled rubrics	 Leveled rubrics 	- Leveled rubrics
		2010.00 1001100	2010.00100100

 Using authentic assessments with real-life problem-solving using videos, illustrations, pictures, and drawings to explain or clarify Exploration by interest Varied journal prompts Gifted and Talented Alternative formative and summative assessments Choice boards Leveled rubrics Multiple intelligence options Problem-based learning Stations/centers Tiered activities/assignments 	 Multiple intelligence options Project-based learning Problem-based learning Stations/centers Tiered activities/assignments Tiered products 504 Printed copy of board work/notes provided Additional time for skill mastery Check work frequently for understanding Extended time on tests/ quizzes Modified assignment & test format Modified test content Multi-sensory presentation Use open book, study guides, test prototypes 	 Multiple intelligence options Project-based learning Problem-based learning Stations/centers Tiered activities/assignments Tiered products 504 Printed copy of board work/notes provided Additional time for skill mastery Check work frequently for understanding Extended time on tests/ quizzes Modified assignment & test format Modified test content Multi-sensory presentation Use open book, study guides, test prototypes 	 Multiple intelligence options Project-based learning Problem-based learning Stations/centers Tiered activities/assignments Tiered products 504 Printed copy of board work/notes provided Additional time for skill mastery Check work frequently for understanding Extended time on tests/ quizzes Modified assignment & test format Modified test content Multi-sensory presentation Use open book, study guides, test prototypes
 Tiered products 504 Printed copy of board work/notes provided Additional time for skill mastery Check work frequently for understanding Extended time on tests/ quizzes Modified assignment & test format Modified test content Multi-sensory presentation Use open book, study guides, test prototypes Exploration by interest Varied journal prompts 	 Exploration by interest Varied journal prompts 	 Exploration by interest Varied journal prompts 	 Exploration by interest Varied journal prompts

INTERDISCIPLINARY	Interdisciplinary	Interdisciplinary Connections	Interdisciplinary Connections	Interdisciplinary Connections
CONNECTIONS	Connections	– English Language Arts	- English Language Arts	- English Language Arts
	– English Language Arts	 Mathematics 	 Mathematics 	 Mathematics
21ST CENTURY	- Mathematics	 Science and Scientific Inquiry 	 Science and Scientific Inquiry 	 Science and Scientific Inquiry
	 Science and Scientific 	(Next Generation)	(Next Generation)	(Next Generation)
SKILLS/THEMES	Inquiry (Next Generation)	 Social Studies, including 	 Social Studies, including 	 Social Studies, including
(P21.ORG)	 Social Studies, including 	American History, World History,	American History, World History,	American History, World History,
	American History, World	Geography, Government and	Geography, Government and	Geography, Government and
TECHNOLOGY	History, Geography,	Civics, and Economics	Civics, and Economics	Civics, and Economics
INTEGRATION	Government and Civics, and	 Technology 	 Technology 	 Technology
INTEGRATION	Economics	 Visual and Performing Arts 	 Visual and Performing Arts 	 Visual and Performing Arts
	– Technology			
CAREER EDUCATION	 Visual and Performing Arts 	21st Century Skills/ Themes	21st Century Skills/ Themes	21st Century Skills/ Themes
(NJDOE CTE		 Global Awareness 	 Global Awareness 	 Global Awareness
Clusters)	21st Century Skills/	 Civic Literacy 	 Civic Literacy 	 Civic Literacy
elustersy	Themes	 Health Literacy 	 Health Literacy 	 Health Literacy
	– Global Awareness	 Environmental Literacy 	 Environmental Literacy 	 Environmental Literacy
	- Civic Literacy	- Creativity and Innovation	 Creativity and Innovation 	 Creativity and Innovation
	– Health Literacy	- Critical Thinking	- Critical Thinking	 Critical Thinking
	– Environmental Literacy	- Problem Solving	- Problem Solving	- Problem Solving
	- Creativity and Innovation	- Communication	- Communication	- Communication
	- Critical Thinking	- Collaboration	- Collaboration	- Collaboration
	- Problem Solving	– ICT (Information,	- ICT (Information,	- ICT (Information,
	- Communication	Communication and Technology)	Communication and Technology)	Communication and Technology)
	- Collaboration	Literacy	Literacy	Literacy
	– ICT (Information,	To should not Take southing	To should not To be muching	To should any Taska suppliers
	Communication and	Technology Integration	Technology Integration	Technology Integration
	Technology) Literacy	-Use of Ipads -Use of Google Classroom	-Use of Ipads -Use of Google Classroom	-Use of Ipads -Use of Google Classroom
	Technology Integration	-Use of chromebooks	-Use of chromebooks	-Use of chromebooks
	<u>Technology Integration</u> -Use of Ipads	-Use of chromebooks -Wevideo	-Wevideo	-Wevideo
	-Use of Google Classroom	-Wevideo -Podcasts	-Podcasts	-Podcasts
	-Use of chromebooks	-Smartboard	-Smartboard	-Smartboard
	-Wevideo	-Sinardolard -Kidblog	-Sinardolard -Kidblog	-Kidblog
	-Podcasts	-Skyping	-Skyping	-Skyping
	-Smartboard	-Quill	-Quill	-Quill
	-Kidblog	Quin	Quin	Quin
	-Skyping	Career Education	Career Education	Career Education
	-Quill	- Agriculture, Food & Natural	- Agriculture, Food & Natural	 Agriculture, Food & Natural
	· · · · ·	Resources	Resources	Resources
	Career Education	- Architecture & Construction	 Architecture & Construction 	 Architecture & Construction
	 Agriculture, Food & Natural 	- Arts, A/V Technology &	 Arts, A/V Technology & 	 Arts, A/V Technology &
	Resources	Communications	Communications	Communications
	- Architecture & Construction	 Business Management & 	 Business Management & 	 Business Management &
	 Arts, A/V Technology & 	Administration	Administration	Administration
	Communications	- Education & Training	 Education & Training 	- Education & Training
		– Finance	– Finance	– Finance

	 Business Management & Administration Education & Training Finance Government & Public Administration Health Science Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections & Security Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics 	 Government & Public Administration Health Science Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections & Security Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics 	 Government & Public Administration Health Science Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections & Security Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics 	 Government & Public Administration Health Science Hospitality & Tourism Human Services Information Technology Law, Public Safety, Corrections & Security Manufacturing Marketing Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution & Logistics
PACING>	UNIT #4	UNIT #5		
	4 Weeks	4 Weeks		
	(April)	(May)		
TOPIC/THEME AND OBJECTIVES	 Reading Poetry/Drama Poetry/Prose/Dramatic Writing 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 Use grade appropriate conventions, mechanics, spelling 	 Independent Reading Research/Writing 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. Prepare and present information about self-selected texts to peers during a Book Café/Talk. Listen, discuss and record information presented by peers. Determine and discuss literary elements of a fiction novel with other students in the class. 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 	
of, and use figurative	concise two-page research	
language (metaphors,	paper.Provide a concluding statement	
similes, idioms,	that supports the thesis.	
personification, alliteration)	 Edit and revise. 	
 Write various types of 		
poetry using sensory		
details and vivid		
vocabulary (cinquains,		
limericks, haiku, concrete,		
etc.)		
Identify point of view in		
poems		
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, interpret meaning		
of, and use figurative		
language (metaphors,		
similes, idioms,		
personification, alliteration)		
Write various types of		
poetry using sensory		
details and vivid		
vocabulary (cinquains,		
limericks, haiku, concrete,		
etc.)		
Identify point of view in		
poems		

	DEADING	Deadline
ESSENTIAL QUESTIONS & ENDURING UNDERSTANDINGS	 READING: In what ways can poetry affect people? How can structural elements of a poem affect its meaning? Poetry conveys multiple messages with a multitude of meanings and themes. WRITING: In what ways can poetry affect people? How can structural elements of a poem affect its meaning? Who can be a poet? Poetry conveys multiple messages with a multitude of meanings and themes. 	 How does personal response to literature and non-fiction text contribute to my understanding? How does in-person and online discussion of texts contribute to our growth as independent readers? How does the purpose of a text influence the format and style of writing? Reading expands our understanding of the world, its people and ourselves. Sharing and discussing what we have read with peers can expose them to new and varied reading choices and deepen the understanding of all participants. Effective communication relies on the usage of an accepted format and style. Writing How does information literacy help me become an independent, lifelong learner? How does my understanding of library organization effect how I access, evaluate and use information? What are my responsibilities as a user of information? Information literacy helps individuals become independent, lifelong learners.
STANDARDS	READING:	Reading Informational Text (RI)
	Reading Literature (RL)	NJSLSA.RI.4.10

	By the end of the year, read	
NJSLSA.RL.4.1	and comprehend literary	
Refer to details and	non-fiction at grade level text	
examples in a text and	complexity or above with	
make relevant connections	scaffolding as needed.	
	scanolung as needed.	
when explaining what the		
text says explicitly and		
when drawing inferences	Reading Foundational SKills	
from the text.	(RF)	
NJSLSA.RL.4.2	NJSLSA.RF.4.4.A	
Determine a key details to	Read on-level text with purpose	
identify theme in a story,	and understanding.	
<u>drama, or poem and</u>		
summarize the text.	NJSLSA.RF.4.4.C	
	Use context to confirm or	
NJSLSA.RL.4.3	self-correct word recognition and	
Describe in depth a character,	understanding, rereading as	
setting, or event in a story or	necessary.	
	necessary.	
drama, drawing on specific		
details in the text (e.g., a	Writing (W)	
character's thoughts, words,		
or actions).	NJSLSA.W.4.6	
	With some guidance and support	
NJSLSA.RL.4.4	from adults, use technology,	
Determine the meaning of	including the Internet, to produce	
words and phrases as they	and publish writing as well as to	
are used in a text,	interact and collaborate with	
including those that allude	others; demonstrate sufficient	
to significant characters	command of keyboarding skills to	
found in literature.	type a minimum of one page in a	
	single sitting.	
NJSLSA.RL.4.5		
Explain major differences	NJSLSA.W.4.10	
between poems, drama, and	Write routinely over extended	
prose, and refer to the	time frames (time for research,	
structural elements of poems	reflection, metacognition/	
	self-correction and revision)	
(e.g., verse, rhythm, meter)		
and drama (e.g., casts of	and shorter time frames (a	
characters, settings,	<u>single sitting or a day or two)</u>	
descriptions, dialogue, stage	for a range of	
directions) when writing or	discipline-specific tasks,	
speaking about a text.	purposes, and audiences.	
. 5		
NJSLSA.RL.4.6	Speaking and Listening (SL)	
Compare and contrast the		
point of view from which	NJSLSA.SL.4.1.A	

different stories are	Explicitly draw on previously	
narrated, including the	read text or materials and other	
difference between first-	information known about the	
and third-person	topic to explore ideas under	
<u>narrations.</u>	discussion.	
NJSLSA.RL.4.10	NJSLSA.SL.4.1.B	
<u>By the end of the year,</u>	Follow agreed-upon rules for	
read and comprehend	discussions and carry out assigned	
literature, including	roles.	
stories, dramas, and		
poems, at grade level	NJSLSA.SL.4.1.C	
text-complexity or above,	Pose and respond to specific	
with scaffolding, as	questions to clarify or follow up on	
<u>needed.</u>	information, and make comments	
Deading Foundational Chille	that contribute to the discussion	
Reading Foundational Skills	and link to the remarks of others.	
(RF)	understanding, rereading as	
	necessary.	
NJSLSA.RF.4.3.A		
Use combined knowledge of all	NJSLSA.SL.4.2	
letter-sound correspondences,	Paraphrase portions of a text	
syllabication patterns, and	read aloud or information	
morphology (e.g., roots and affixes) to read accurately	presented in diverse media and formats (e.g., visually,	
unfamiliar multisyllabic words	guantitatively, and orally).	
in context and out of context.	quantitatively, and orany).	
In context and out of context.	NJSLSA.SL.4.5	
NJSLSA.RF.4.4.A	Add audio recordings and visual	
Read on-level text with	displays to presentations when	
purpose and understanding.	appropriate to enhance the	
purpose and understanding.	development of main ideas or	
NJSLSA.RF.4.4.B	themes.	
Read on-level prose and	chemes.	
poetry orally with accuracy,	NJSLSA.SL.4.6	
appropriate rate, and	Differentiate between contexts that	
expression on successive	call for formal English (e.g.,	
readings.	presenting ideas) and situations	
i caanigoi	where informal discourse is	
NJSLSA.RF.4.4.C	appropriate (e.g., small-group	
Use context to confirm or	discussion); use formal English	
self-correct word recognition	when appropriate to task and	
and understanding, rereading	situation.	
as necessary.		
	Language (L)	
Writing (W)		
	NJSLSA.L.1	

NJSLSA.W.4.6	Demonstrate command of the	
With some guidance and	conventions of standard English	
support from adults, use	grammar and usage when writing	
technology, including the	or speaking.	
	or speaking.	
Internet, to produce and		
publish writing as well as to	NJSLSA.L.4.1.A	
interact and collaborate with	Use relative pronouns (who,	
others; demonstrate sufficient	whose, whom, which, that) and	
command of keyboarding	relative adverbs (where, when,	
skills to type a minimum of	why).	
one page in a single sitting.	.,	
	NJSLSA.L.4.1.B	
Language (L)	Form and use the progressive	
	(e.g., I was walking; I am walking;	
	I will be walking) verb tenses.	
NJSLSA.L.1	I will be walking) verb tenses.	
NJSLSA.L.5		
Demonstrate understanding of	NJSLSA.L.4.1.C	
figurative language, word	Use modal auxiliaries (e.g., can,	
relationships, and nuances in	may, must) to convey various	
word meanings.	conditions.	
NJSLSA.L.4.5.A	NJSLSA.L.4.1.D	
Explain the meaning of simple	Order adjectives within sentences	
similes and metaphors (e.g.,	according to conventional patterns	
as pretty as a picture) in	e.g., a small red bag rather than a	
context.	red small bag).	
context.	red small bag).	
NJSLSA.L.4.5.B	NJSLSA.L.4.1.E	
Recognize and explain the	Form and use prepositional	
meaning of common idioms,	phrases.	
adages, and proverbs.		
	NJSLSA.L.4.1.F	
WRITING:	Produce complete sentences,	
	recognizing and correcting	
Language (L)	inappropriate fragments and	
	run-ons.	
NJSLSA.L.5		
Demonstrate understanding of	NJSLSA.L.4.1.G	
figurative language, word	Correctly use frequently confused	
relationships, and nuances in	words (e.g., to, too, two; there,	
word meanings.	their).	
Reading Literature (RL)	NJSLSA.L.4.2.A	
	Use correct capitalization.	
NJSLSA.RL.4.2		
Determine a key details to	NJSLSA.L.4.2.B	
identify theme in a story,		

drama, or poem and	Use commas and guotation marks	
summarize the text.	to mark direct speech and	
	quotations from a text.	
NJSLSA.RL.4.4	NJSLSA.L.4.2.C	
Determine the meaning of	Use a comma before a coordinating	
words and phrases as they	conjunction in a compound	
are used in a text,	sentence.	
including those that allude		
to significant characters	NJSLSA.L.4.2.D	
found in literature.	Spell grade-appropriate words	
	correctly, consulting references as	
NJSLSA.RL.4.5	needed.	
Explain major differences		
between poems, drama, and	NJSLSA.L.4.3.A	
prose, and refer to the	Choose words and phrases to	
structural elements of poems	convey ideas precisely.	
(e.g., verse, rhythm, meter)	, , ,	
and drama (e.g., casts of	NJSLSA.L.4.3.B	
characters, settings,	Choose punctuation for effect.	
descriptions, dialogue, stage	-	
directions) when writing or	NJSLSA.L.4.3.C	
speaking about a text.	Differentiate between contexts that	
	call for formal English (e.g.,	
NJSLSA.RL.4.6	presenting ideas) and situations	
Compare and contrast the	where informal discourse is	
point of view from which	appropriate (e.g., small-group	
different stories are narrated,	discussion).	
including the difference		
between first- and	NJSLSA.L.4.4.A	
third-person narrations.	Use context (e.g., definitions,	
	examples, or restatements in text)	
NJSLSA.RL.4.10	as a clue to the meaning of a word	
By the end of the year,	or phrase.	
read and comprehend		
literature, including	NJSLSA.L.4.4.C	
stories, dramas, and	Consult reference materials (e.g.,	
poems, at grade level	dictionaries, glossaries,	
<u>text-complexity or above,</u> with scaffolding, as	thesauruses), both print and digital, to find the pronunciation	
<u>needed.</u>	and determine or clarify the precise meaning of key words and phrases.	
Reading Foundational Skills	meaning of key words and philases.	
(RF)	NJSLSA.L.4.5.B	
	Recognize and explain the meaning	
NJSLSA.RF.4.3.A	of common idioms, adages, and	
	proverbs.	
	protorbol	

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.	NJSLSA.L.4.5.C Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	
NJSLSA.RF.4.4.A Read on-level text with purpose and understanding. NJSLSA.RF.4.4.B Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. NJSLSA.RF.4.4.C Use context to confirm or self-correct word recognition and understanding, rereading	NJSLSA.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., wildlife, conservation, and endangered when discussing animal preservation).	
as necessary. Writing (W)		
NJSLSA.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.		
Speaking and Listening (SL)		
NJSLSA.SL.4.1.A Explicitly draw on previously read text or materials and other information known about		

<u>the topic to explore ideas</u> under discussion.		
NJSLSA.SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.		
NJSLSA.SL.4.1.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.		
NJSLSA.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.		
Language		
NJSLSA.L.4.3.A Choose words and phrases to convey ideas precisely.		
NJSLSA.L.4.3.B Choose punctuation for effect.		
NJSLSA.L.4.3.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).		
NJSLSA.L.4.5.A Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.		
NJSLSA.L.4.5.B		

	Recognize and explain the meaning of common idioms, adages, and proverbs. NJSLSA.L.4.5.C Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but		
	not identical meanings (synonyms).		
INSTRUCTIONAL PROCEDURES	Whole GroupTeacher ModelingPoetry Word GamesPoetry Read AloudPoet StudyFigurative LanguageSong Lyrics AnalysisSidewalk PoetryPoem a day AnalysisLiterary Elements of PoetryPoem Anecdotal NotesIndividualMicropoetry-TwitterIndependent analysisRead AloudPoetry BookFigurative LanguageSmall GroupsPeer EditingCollaborative WritingIllustration	Whole Group Teacher Modeling Research Writing Writing Conventions Anchor Charts Graphic Organizers Peer Editing Presentations Research Grammar Reflections Finding evidence to support answers Connections to the Text Independent writing Conferences Self editing & revising Research Small Groups Peer editing Literacy Centers Collaborative writing Research Projects	
INSTRUCTIONAL AND SUPPLEMENTAL MATERIALS/ LEVELED TEXTS	Materials www.newslea.com www.readworks.org www.kidblog.org www.edmodo.com Google Earth www.powtoon.com www.flipgrid.com	Materials www.newslea.com www.readworks.org www.kidblog.org www.edmodo.com www.flipgrid.com Big 6 Research	

	www.duolingo.com	White Township	
		Making Meaning	
	White Township	Being a Writer	
	Making Meaning	Zaner-Bloser Spelling	
	Being a Writer	Vocabulary Workshop	
	Zaner-Bloser Spelling	CAFE	
	Vocabulary Workshop		
	CAFE	Hana	
	CAFE	Hope	
		Lucy Calkins Writing	
	<u>Hope</u>	Words Their Way	
	Lucy Calkins Writing	Write Source	
	Words Their Way		
	Write Source	Belvidere	
		Just words	
	Belvidere	Journeys	
	Just words	Quill	
	Journeys	Wevideo	
	Quill	Actively Learn	
	Wevideo		
	Actively Learn	Leveled Texts	
		Various Novels chosen by Teachers	
	Leveled Texts		
	Various Novels chosen by		
	Teachers		
ACCECCMENTC	Formative	Formative	
ASSESSMENTS	Formative Ouick Writes	Formative Ouick Writes	
ASSESSMENTS	Quick Writes	Quick Writes	
ASSESSMENTS	Quick Writes Teacher Observations	Quick Writes Teacher Observations	
ASSESSMENTS	Quick Writes Teacher Observations Classroom Discussions	Quick Writes Teacher Observations Classroom Discussions	
ASSESSMENTS	Quick Writes Teacher Observations Classroom Discussions Entry Journals	Quick Writes Teacher Observations Classroom Discussions Entry Journals	
ASSESSMENTS	Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work	Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work	
ASSESSMENTS	Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards	Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards	
ASSESSMENTS	Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards Graffiti Wall	Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards Graffiti Wall	
ASSESSMENTS	Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards	Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards	
ASSESSMENTS	Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards Graffiti Wall	Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards Graffiti Wall	
ASSESSMENTS	Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards Graffiti Wall Anecdotal notes	Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards Graffiti Wall Anecdotal notes	
ASSESSMENTS	Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards Graffiti Wall Anecdotal notes	Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards Graffiti Wall Anecdotal notes Summative	
ASSESSMENTS	Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards Graffiti Wall Anecdotal notes Summative Spelling Tests	Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards Graffiti Wall Anecdotal notes Spelling Tests	
ASSESSMENTS	Quick WritesTeacher ObservationsClassroom DiscussionsEntry JournalsCollaborative WorkExit CardsGraffiti WallAnecdotal notesSummativeSpelling TestsVocabulary Tests	Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards Graffiti Wall Anecdotal notes Spelling Tests Grammar Tests	
ASSESSMENTS	Quick WritesTeacher ObservationsClassroom DiscussionsEntry JournalsCollaborative WorkExit CardsGraffiti WallAnecdotal notesSummativeSpelling TestsVocabulary TestsReading Tests	Quick WritesTeacher ObservationsClassroom DiscussionsEntry JournalsCollaborative WorkExit CardsGraffiti WallAnecdotal notesSpelling TestsGrammar TestsVocabulary Tests	
ASSESSMENTS	Quick WritesTeacher ObservationsClassroom DiscussionsEntry JournalsCollaborative WorkExit CardsGraffiti WallAnecdotal notesSummativeSpelling TestsVocabulary Tests	Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards Graffiti Wall Anecdotal notes Spelling Tests Grammar Tests Vocabulary Tests Informational Writing	
ASSESSMENTS	Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards Graffiti Wall Anecdotal notes Summative Spelling Tests Vocabulary Tests Reading Tests Poetry Book	Quick WritesTeacher ObservationsClassroom DiscussionsEntry JournalsCollaborative WorkExit CardsGraffiti WallAnecdotal notesSpelling TestsGrammar TestsVocabulary Tests	
ASSESSMENTS	Quick WritesTeacher ObservationsClassroom DiscussionsEntry JournalsCollaborative WorkExit CardsGraffiti WallAnecdotal notesSummativeSpelling TestsVocabulary TestsReading Tests	Quick WritesTeacher ObservationsClassroom DiscussionsEntry JournalsCollaborative WorkExit CardsGraffiti WallAnecdotal notesSpelling TestsGrammar TestsVocabulary TestsInformational WritingOpinion/Argument writing	
ASSESSMENTS	Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards Graffiti Wall Anecdotal notes Summative Spelling Tests Vocabulary Tests Reading Tests Poetry Book <u>Benchmark</u>	Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards Graffiti Wall Anecdotal notes Summative Spelling Tests Grammar Tests Vocabulary Tests Informational Writing Opinion/Argument writing	
ASSESSMENTS	Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards Graffiti Wall Anecdotal notes Summative Spelling Tests Vocabulary Tests Reading Tests Poetry Book Benchmark Alternative	Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards Graffiti Wall Anecdotal notes Summative Spelling Tests Grammar Tests Vocabulary Tests Informational Writing Opinion/Argument writing Benchmark DRA	
ASSESSMENTS	Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards Graffiti Wall Anecdotal notes Summative Spelling Tests Vocabulary Tests Reading Tests Poetry Book Benchmark Alternative Video/Illustration	Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards Graffiti Wall Anecdotal notes Summative Spelling Tests Grammar Tests Vocabulary Tests Informational Writing Opinion/Argument writing	
ASSESSMENTS	Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards Graffiti Wall Anecdotal notes Summative Spelling Tests Vocabulary Tests Reading Tests Poetry Book Benchmark Alternative Video/Illustration Interpretation	Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards Graffiti Wall Anecdotal notes Summative Spelling Tests Grammar Tests Vocabulary Tests Informational Writing Opinion/Argument writing Benchmark DRA BAS	
ASSESSMENTS	Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards Graffiti Wall Anecdotal notes Summative Spelling Tests Vocabulary Tests Reading Tests Poetry Book Benchmark Alternative Video/Illustration Interpretation	Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards Graffiti Wall Anecdotal notes Summative Spelling Tests Grammar Tests Vocabulary Tests Informational Writing Opinion/Argument writing Benchmark DRA BAS Dibels	
ASSESSMENTS	Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards Graffiti Wall Anecdotal notes Summative Spelling Tests Vocabulary Tests Reading Tests Poetry Book Benchmark Alternative Video/Illustration	Quick Writes Teacher Observations Classroom Discussions Entry Journals Collaborative Work Exit Cards Graffiti Wall Anecdotal notes Summative Spelling Tests Grammar Tests Vocabulary Tests Informational Writing Opinion/Argument writing Benchmark DRA BAS	

		NWEA MAP	
		Alternative	
		Google Slides Research project	
ACCOMMODATIONS	Special Education	Special Education	
	- Extended time.	 Printed copy of board work/notes 	
	- Teacher provides poem	provided	
	option(s).	 Additional time for skill mastery 	
	 Limit # of revisions that 	- Center-Based Instruction	
	need to be made and	 Extended time on tests/ quizzes Modified assignment & test 	
	shorten explanation. – Provide with a list of	 Modified assignment & test format 	
	possible revision ideas.	 Modified test content 	
	- Verbalize their explanation	 Multi-sensory presentation 	
	of the changes made.	- Use open book, study guides,	
	- Work with a partner.	test prototypes	
	 Center-Based Instruction 	 Exploration by interest 	
	 Modified assignment & test 	- Varied journal prompts	
	format		
	 Multi-sensory presentation 	ELL	
	- Exploration by interest	 Allowing students to correct 	
		errors (looking for	
	ELL	understanding)	
	 Teacher provides poem 	 Teaching key aspects of a topic 	
	option(s).	Eliminate nonessential	
	 Limit # of revisions that 	information Using videos,	
	need to be made and	illustrations, pictures, and	
	shorten explanation.	drawings to explain or clarify	
	- Provide with a list of	 allowing products (projects, 	
	possible revision ideas.	timelines, demonstrations,	
	 Verbalize their explanation of the changes made 	models, drawings, dioramas,	
	of the changes made. – Work with a partner.	poster boards, charts, graphs, slideshows, videos, etc.) to	
	 Teaching key aspects of a 	demonstrate student's learning	
	topic Eliminate nonessential	 Allowing the use of note cards or 	
	information Using videos,	open-book during testing	
	illustrations, pictures, and	 Modifying tests to reflect 	
	drawings to explain or	selected objectives	
	clarify	 Providing study guides 	
	- allowing products (projects,	- Reducing or omitting lengthy	
	timelines, demonstrations,	outside reading assignments	
	models, drawings,	 Reducing the number of answer 	
	dioramas, poster boards,	choices on a multiple choice test	
	charts, graphs, slideshows,	 Using computer word processing 	
	videos, etc.) to demonstrate	spell check and grammar check	
	student's learning	features	
	 Providing study guides 		

 Reducing the number of 		
answer choices on a	<u>At Risk</u>	
multiple choice test	 Allowing students to correct 	
 Using computer word 	errors (looking for	
processing spell check and	understanding)	
grammar check features	 Teaching key aspects of a topic 	
	Eliminate nonessential	
<u>At Risk</u>	information allowing products	
 Allowing students to correct 	(projects, timelines,	
errors (looking for	demonstrations, models,	
understanding)	drawings, dioramas, poster	
 Teaching key aspects of a 	boards, charts, graphs,	
topic Eliminate nonessential	slideshows, videos, etc.) to	
information allowing	demonstrate student's learning	
products (projects,	 Allowing students to select from 	
timelines, demonstrations,	given choices .	
models, drawings,	 Allowing the use of note cards or 	
dioramas, poster boards,	open-book during testing	
charts, graphs, slideshows,	 Collaborating (general education 	
videos, etc.) to demonstrate	teacher and specialist) to modify	
student's learning	vocabulary, omit or modify items	
 Allowing students to select 	to reflect objectives for the	
from given choices .	student, eliminate sections of the	
 Allowing the use of note 	test, and determine how the	
cards or open-book during	grade will be determined prior to	
testing	giving the test	
 Collaborating (general 	 Marking students' correct and 	
education teacher and	acceptable work, not the	
specialist) to modify	mistakes	
vocabulary, omit or modify	 Using authentic assessments 	
items to reflect objectives	with real-life problem-solving	
for the student, eliminate	 using videos, illustrations, 	
sections of the test, and	pictures, and drawings to explain	
determine how the grade	or clarify	
will be determined prior to	 Exploration by interest 	
giving the test	 Varied journal prompts 	
 Marking students' correct 		
and acceptable work, not	Gifted and Talented	
the mistakes	 Alternative formative and 	
 Using authentic 	summative assessments	
assessments with real-life	 Choice boards 	
problem-solving	- Leveled rubrics	
 using videos, illustrations, 	 Multiple intelligence options 	
pictures, and drawings to	 Project-based learning 	
explain or clarify	 Problem-based learning 	
 Exploration by interest 	- Stations/centers	
 Varied journal prompts 	 Tiered activities/assignments 	

	1		
		 Tiered products 	
	Gifted and Talented		
	 Alternative formative and 	<u>504</u>	
	summative assessments	 Printed copy of board work/notes 	
	 Choice boards 	provided	
	 Leveled rubrics 	 Additional time for skill mastery 	
	 Multiple intelligence options 	 Check work frequently for 	
	 Project-based learning 	understanding	
	 Problem-based learning 	 Extended time on tests/ quizzes 	
	- Stations/centers	 Modified assignment & test 	
	– Tiered	format	
	activities/assignments	 Modified test content 	
	- Tiered products	 Multi-sensory presentation 	
	F	 Use open book, study guides, 	
		test prototypes	
	504	 Exploration by interest 	
	- Printed copy of board	- Varied journal prompts	
	work/notes provided		
	- Additional time for skill		
	mastery		
	 Check work frequently for 		
	understanding		
	 Extended time on tests/ 		
	quizzes		
	– Modified assignment & test		
	format		
	 Modified test content 		
	- Multi-sensory presentation		
	- Use open book, study		
	quides, test prototypes		
	- Exploration by interest		
	- Varied journal prompts		
INTERDISCIPLINARY	ž 1 1	Interdisciplinem: Connections	
	Interdisciplinary	Interdisciplinary Connections – English Language Arts	
CONNECTIONS	Connections – English Language Arts	– English Language Arts	
	– English Language Arts – Mathematics	 Mathematics Science and Scientific Inquiry 	
21ST CENTURY	 Mathematics Science and Scientific 	(Next Generation)	
SKILLS/THEMES	Inquiry (Next Generation)	- Social Studies, including	
-	– Social Studies, including	American History, World History,	
(P21.ORG)	American History, World	Geography, Government and	
		Civics, and Economics	
TECHNOLOGY	History, Geography, Government and Civics, and	- Technology	
INTEGRATION	Economics	 Technology Visual and Performing Arts 	
	– Technology		
	 Technology Visual and Performing Arts 	21st Century Skills/ Themes	
CAREER EDUCATION		– Global Awareness	
(NJDOE CTE			
Clusters)		- Civic Literacy	

21st Century Skills/	– Health Literacy
<u>Themes</u>	– Environmental Literacy
 Global Awareness 	- Creativity and Innovation
 Civic Literacy 	- Critical Thinking
 Health Literacy 	– Problem Solving
 Environmental Literacy 	- Communication
 Creativity and Innovation 	- Collaboration
 Critical Thinking 	– ICT (Information,
- Problem Solving	Communication and Technology)
- Communication	Literacy
- Collaboration	
 ICT (Information, 	Technology Integration
Communication and	- Use of Ipads
Technology) Literacy	– Use of Google Classroom
	- Use of chromebooks
Technology Integration	- Wevideo
- Use of Ipads	– Podcasts
- Use of Google Classroom	– Smartboard
- Use of chromebooks	- Kidblog
– Wevideo	
	- Skyping
- Podcasts	– Quill
– Smartboard	
– Kidblog	Career Education
- Skyping	- Quill
– Quill	- Agriculture, Food & Natural
	Resources
Career Education	– Architecture & Construction
 Agriculture, Food & Natural 	- Arts, A/V Technology &
Resources	Communications
 Architecture & Construction 	- Business Management &
 Arts, A/V Technology & 	Administration
Communications	- Education & Training
 Business Management & 	– Finance
Administration	– Government & Public
 Education & Training 	Administration
– Finance	– Health Science
– Government & Public	- Hospitality & Tourism
Administration	- Human Services
- Health Science	- Information Technology
- Hospitality & Tourism	– Law, Public Safety, Corrections &
– Human Services	Security
 Information Technology 	– Manufacturing
– Law, Public Safety,	– Marketing
Corrections & Security	– Science, Technology,
- Manufacturing	Engineering & Mathematics
- Marketing	(STEM)
marketing	

 Science, Technology, Engineering & Mathematics (STEM) Transportation, Distribution 	 Transportation, Distribution & Logistics 	
& Logistics		