

Shrewsbury Borough School District
English Language Arts Curriculum Guide
Grade 4
2016

Mission Statement:

The mission of the Shrewsbury Borough School District, a system built on successful cooperation among family, school and community, is to prepare all students to achieve excellence and to become responsible citizens through rigorous educational programs consistent with New Jersey Core Content State Standards and which respect individual differences and diversity. Students will be prepared to meet the challenges presented in the regional high school and the world beyond.

Shrewsbury Borough School's Curriculum Writing Committee:

Emily Cuervo
Cheryl Peterson

Approved by Shrewsbury Borough Board of Education:

August 2015

Administration:

Brent MacConnell-Superintendent
Debi Avento-Business Administrator
Erica Reynolds-Supervisor of Curriculum & Instruction
Jennifer Zona-Supervisor of Special Services

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Implementation: September 2016

Course Philosophy:

Making Meaning program is a reading comprehension curriculum for kindergarten through grade six. It is the first reading program of its kind to combine research-based best practices in reading comprehension with support for fostering students' growth as caring, collaborative, and principled people. The curriculum intentionally combines academics with social and emotional learning to create an environment in which students learn to collaborate, agree and disagree respectfully, and take responsibility for their own learning. Carefully selected nonfiction and fiction read-aloud trade books provide a rich, rewarding experience as students encounter increasingly complex texts and build their vocabulary. The Making Meaning program helps create a classroom community in which students feel a strong sense of belonging, psychological safety, autonomy, and responsibility to themselves and to the group. The following strategies are formally taught or informally experienced in grade four of the program: Visualizing, wondering/questioning, using text features, making inferences, determining important ideas, analyzing text structure, and summarizing.

The Being a Writer program is a yearlong writing curriculum for kindergarten through grade 5 and the first program of its kind to bring together the latest research in teaching writing with support for students' social and ethical development. The program marries a writing process approach with guided instruction, providing a clear scope and sequence to ensure that students learn the important elements of writing at their grade level. As members of the community, the students learn and act on the values that govern the community (responsibility, respect, caring, fairness and helpfulness). They practice the skills and dispositions they need to bring these values to life in the daily interactions.

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Course Description:

In the Making Meaning Program, students are taught the reading comprehension strategies that research shows good readers use to make sense of texts. They learn and practice the strategies with guidance and support from the teacher before using them in their independent reading. The following strategies are formally taught or informally experience in grade two of the program: Making connections/using schema, retelling, visualizing, wondering/questioning, using text features, making inferences, determining important ideas, analyzing text structure, and summarizing. Thinking tools help students implement the strategies they are learning and delve more deeply into texts. In grade K-2, the students informally use “Stop and Wonder” as preparation for “Stop and Ask Questions,” a thinking tool they learn and use in grades 3-5.

The Being a Writer program provides a writing-process approach to teaching writing that interweaves academic and social-emotional learning for K–6 students and professional development for teachers into daily instruction. Using authentic children’s literature, the program provides support for creating a Collaborative Classroom environment where teachers facilitate student discussion, provide a model for the respectful exchange of ideas, and help students develop their own voice. Lessons are generally divided into three sections: Getting Ready to Write, Writing Time, and Sharing and Reflecting. In addition to the core lessons, the program features several opportunities to extend instruction through open days and writing throughout the week and writing about reading. In kindergarten, grade 1, and the beginning of grade 2, we create many opportunities for students to draw and tell their stories and to see writing modeled. The students see the teacher model thinking aloud using guided writing practice. Students then began shared writing. While students informally draft, revise and publish their writing at grade K-2, it is not until grade 3 that the writing progress becomes central to their writing. After being formally introduced to the writing process at the beginning of the year, students in grades 3-5 repeatedly engage in the cycle of prewriting, drafting, revising, proofreading, and publishing as they participate in genre units.

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Marking Period 1 Overview

Units

Being A Writer:

Unit 1 The Writing Community

Unit 2 The Writing Process

Unit 3 Personal Narratives

Skills:

Lesson 1-6 Sentences

Lesson 27 Capitalization/ Punctuation

Making Meaning:

Unit 1 The Reading Community: Fiction

Unit 2 Using Text Features: Expository Fiction

Start of Unit 3: Questioning; Expository Fiction

Making Meaning Third Edition Vocabulary: Weeks 1-8

Zaner-Bloser Handwriting:

Unit 1- Getting Started

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Grade Level: 4

Recommended Pacing: Marking Period 1

Unit Summary: Unit 1 and 2 builds the classroom writing community while inspiring the students to tap into their intrinsic motivation to write by drafting many pieces in a variety of genres. The genre unit on personal narratives begins with an immersion period in which the students hear and read many examples of the genre. During this time, the students try their handwriting drafts in that genre. Midway through this genre, each student selects one draft to develop, revise, proofread and publish through the classroom library.

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NJCCSS:

BEING A WRITER UNITS 1-3:

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

RF.4.4a Read on-level text with purpose and understanding.

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

W.4.1b Provide reasons that are supported by facts and details.

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Speaking and Listening Standards:

BEING A WRITER:

SL.4.1 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.

SL.4.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c 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.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

MAKING MEANING:

SL.4.1 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.

SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1c 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.

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***ISTE Standards:**

1. a-d Creativity and Innovation-Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes through technology.
2. a-d Communication and Collaboration- Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
3. a-d Research and Information Fluency- Students apply digital tools to gather, evaluate, and use information.
4. a-d Critical Thinking, Problem Solving, and Decision Making –Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

Technology Standards:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

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<p>Unit Essential Questions:</p> <ul style="list-style-type: none">● How can I help create a community of writers?● What habits and skills do I need to have in order to be a successful reader and writer?● How can I utilize peer and teacher conferencing to develop ideas for my own writing?<ul style="list-style-type: none">● What words presented in the mentor texts are useful for students and can be used in their speaking and writing?● How can think, pair, share and turning and talking improve my comprehension of a text?	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none">● Good listening and discussion skills are essential to building a reading community.● Good readers and writers spend time reading, writing, sharing, collaborating, reflecting, improving their craft.● Writers can get ideas for writing from the writing of others.● Good readers engage with the text through questioning, making connections, and using other interactive reading strategies to help them make sense of the text.<ul style="list-style-type: none">● Good Readers and Writers utilize tier two and tier three words help enhance vernacular, easily identify new words across a variety of texts and correctly identify content area definitions.
<p>Unit Learning Targets Include (BAW, MM, ZB) <i>Students will know...</i></p>	<p>Unit Learning Targets Include (BAW, MM, ZB) <i>Students will do...</i></p>

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| <ul style="list-style-type: none">● The procedures for reading and writing workshop, both whole class and independent reading/writing.● The steps of the writing process.● Applying comprehension strategies such as utilizing text features and questioning.● Command of the conventions of standard English grammar. | <ul style="list-style-type: none">● Listen to and discuss mentor texts read aloud.● Demonstrate the procedure for listening to read-alouds Demonstrate “Turn to Your Partner” and “Think, Pair, Share”● Create questions and “I Wonder” statements for better comprehension during Individualized Daily Reading.● Read independently for a specified amount of time. |
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Evidence of Learning

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Formative Assessments:

- IDR Conferencing and notes
- Conferencing
- Individual Writing Assessment
- **Making Meaning Vocabulary Assessment**
- Class Assessment Record Sheet
- Student Response Books

Equipment Needed:

Chart Paper/Anchor Charts
Epson Projector
Student Practice Books
Reading/ Writing Notebooks
Whiteboards

Teacher Resources:

Making Meaning Teacher's Edition, Making Meaning Vocabulary, Being a Writer Teacher's Edition, vocabulary cards, mentor texts
Being a Writer Skill Practice Teaching Guide.

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Summative Assessments:

- Fountas and Pinnell Benchmark Reading Assessment
- Fall Writing Benchmark
- PARCC Writing Rubric: Grades 3-5
- Making Meaning Reading Assessment

Daily Five Guided Reading Center Ideas:

- Read to Self-students will have time to apply self-monitoring and reciprocal reading strategies while reading selected books on their independent reading level
- Read to Someone-students will apply comprehension strategies and build fluency while listening respectfully to the thinking of others and sharing their own ideas
- Word Work-students will work on hands on learning activities to build vocabulary and spelling skills
- Technology-students will visit various educational websites to listen to stories read aloud and build language and typing skills.
- Writing-students will write freely in their journals building upon skills discussed in daily writing lessons
Zaner Bloser handwriting

Teacher Resources:

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Technology Component (websites):

DSC Learning Hub

Raz Kids

IXL

www.collaborativeclassroom.com

Kid Blog

Resources:

<http://www.state.nj.us/education/sca>

Teacher Notes:

Curriculum Development Resources:

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Click the links below to access additional resources used to design this unit:
<http://extras.devstu.org/ccss/overview.php>