

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:

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Approved by Shrewsbury Borough Board of Education:

August 2015

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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 4 Overview

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Units

Being A Writer:

Unit 7: Opinion Writing

Unit 8: Poetry \*

Unit 9: Revisiting the Writing Community

Skills:

Lesson 22-26: Adjectives, Adverbs and Prepositions

Making Meaning:

Unit 8: Determining Important Ideas and Summarizing

Unit 9: Revisiting the Reading Community

Making Meaning Third Edition Vocabulary: Weeks 26-30

Zaner-Bloser Handwriting:

Unit 4: Using What You Have Learned

Grade Level: 4

Recommended Pacing: Marking Period 4

Unit Summary: Being a Writer: Unit 7 will allow students to read and write persuasive essays defending particular elements as they explore elements of opinions writing. In Unit 8 students will hear and discuss poetry. Exploring imagery, sounds and form will help them

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to generate ideas for their own poems including writing about feelings, objects, weather and animals. The final unit will help students review the work they have done and reflect on their growth as writers as well as members of the classroom writing community.

Making Meaning: Students will continue to make inferences to understand text. They will also think about important ideas and supporting details in the text to build summaries. Unit 9 will prepare students to share book recommendations with the class helping them to generate summer reading lists based on their suggestions.

NJCCSS:

**BEING A WRITER UNITS 7-9:**

L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.2c Use a comma before a coordinating conjunction in a compound sentence.

L.4.2d Spell grade-appropriate words correctly, consulting references as needed.

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.

RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

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

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- 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.
- W.4.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- W.4.1d Provide a concluding statement or section related to the opinion presented.
- W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28 and 29.)
- 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.
- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 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.
- W.4.10 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.
- L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.4.3b Choose punctuation for effect.\*
- L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- 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.

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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.

**MAKING MEANING UNITS 8-9:**

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.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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).



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- 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.4.10 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.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on pages 28 and 29.)
- 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.
- W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- 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.
- W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.4.9a 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].").
- W.4.9b 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").

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W.4.10 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.

RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**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.

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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.4.4 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.

**\*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.

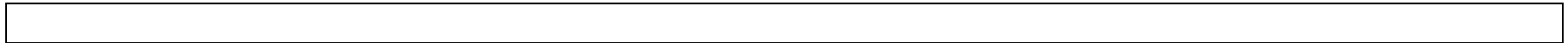
4. a-d Critical Thinking, Problem Solving, and Decision Making –Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

**\* 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"><li>● How can I help create a community of writers?</li><li>● What habits and skills do I need to have in order to be a successful reader and writer?</li><li>● How can I utilize peer and teacher conferencing to develop ideas for my own writing?<ul style="list-style-type: none"><li>● What words presented in the mentor texts are useful for students and can be used in their speaking and writing?</li></ul></li><li>● How can “think, pair, share” and turning and talking improve my comprehension of a text?</li></ul> | <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"><li>● Good listening and discussion skills are essential to building a reading community.</li><li>● Good readers and writers spend time reading, writing, sharing, collaborating, reflecting, improving their craft.</li><li>● Writers can get ideas for writing from the writing of others.</li><li>● Good readers engage with the text through questioning, making connections, analyzing text structure and making inferences.<ul style="list-style-type: none"><li>● 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.</li></ul></li></ul> |
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| <p>Unit Learning Targets<br/>Include (BAW, MM, ZB)<br/><i>Students will know...</i></p>   | <p>Unit Learning Targets<br/>Include (BAW, MM, ZB)<br/><i>Students will do...</i></p>  |
|---|--|
| <ul style="list-style-type: none"><li>● How to research, draft and publish expository nonfiction writing.</li><li>● How to inform or explain in order to create functional writing pieces.</li><li>● How to make inferences to understand characters and continue to use text structure to explore narrative text.</li><li>● How to analyze articles to inform by highlighting pros and cons and by investigating one side of an issue.</li></ul> | <ul style="list-style-type: none"><li>● Hear and discuss expository nonfiction and functional writing.</li><li>● Explore different ways to organize and present information in nonfiction.</li><li>● Begin reading and writing about countries that interest them.</li><li>● Cultivate their curiosity about nonfiction topics.</li><li>● Explore how information is communicated in functional writing.</li><li>● Explore audience and purpose in functional writing.</li><li>● Discuss, follow and write directions.</li><li>● Make inferences to understand a character.</li><li>● Use text structure to explore a fiction story.</li><li>● Read independently.</li><li>● Analyze how the information in expository nonfiction articles is organized.</li></ul> |

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|  | <ul style="list-style-type: none"><li>● Explore how articles can inform by highlighting pros and cons and by investigating one side of an issue.</li><li>● Explore an author's opinion.</li></ul> |
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| Evidence of Learning  |
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| <p>Formative Assessments:</p> <ul style="list-style-type: none"><li>● IDR Conferencing and notes</li><li>● Conferencing</li><li>● Individual Writing Assessment</li><li>● Making Meaning Vocabulary Assessment</li><li>● Class Assessment Record Sheet</li><li>● Student Response Books</li></ul> |

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Equipment Needed:

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

Teacher Resources:

- Making Meaning Teacher Edition
- Making Meaning Vocabulary
- Being a Writer Teacher Edition
- Vocabulary Cards
- Mentor Texts
- Being a Writer Skill Practice Teaching Guide

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:

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

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- 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:

Technology Component (websites):  
DSC Learning Hub  
Raz Kids  
IXL  
[www.collaborativeclassroom.com](http://www.collaborativeclassroom.com)  
Kid Blog

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



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Teacher Notes:

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Curriculum Development Resources:

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

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