

**RUTHERFORD PUBLIC SCHOOLS**

**GRADE 4**

**ENGLISH LANGUAGE ARTS  
CURRICULUM**

**2016**

**Approved by the Rutherford Board of Education  
August 11, 2014**

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## INTRODUCTION

The Grade 4 English Language Arts curriculum affords students interdisciplinary opportunities to become proficient in speaking, listening, writing, and viewing. Students will be encouraged to become fluent readers who construct meaning through text. Success in school, the workplace, and life, requires that individuals know how to read, interpret, analyze, and synthesize information. To that end, this course of study includes multiple exposures to critical skills and strategies and instructional techniques necessary to meet these goals. Students are encouraged to recognize that what they hear, write, and view contributes to the content and quality of their oral and written language. Instruction will be provided to enable effective listeners to restate, interpret, respond to, and evaluate what they hear. Strategies will be implemented that enable students to vary forms, style, and conventions in order to write for different audiences, contexts, and purposes. The language arts are interdependent processes that enrich each other and culminate in an integrated act of learning and knowing.

## NEW JERSEY STUDENT LEARNING STANDARDS

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

The NJSLS may be viewed here: <http://www.state.nj.us/education/cccs/2016/ela/>

## COURSE OUTLINE

- Grammar Usage and Mechanics
  - Parts of a sentence
  - Nouns
  - Verbs
  - Adjectives
  - Capitalization and punctuation
  - Pronouns
  - Adverbs
  - Prepositions
  - Synonyms
  - Antonyms
- Writing, Listening, Speaking, and Viewing
  - Writing (9.1.4.A.4) (9.1.4.A.5) (9.1.4.B.1) (9.1.4.C.1) (9.1.4.D.1)
    - Personal narrative
    - Story
    - Comparison and contrast
    - Research report
      - Done as a cross curricular assignment with another content area
    - Opinion
    - Persuasive

- Poetry and Poetry responses
      - Simile
      - Metaphor
      - Personification
      - Onomatopoeia
      - Alliteration
    - Spelling
      - phonics
      - prefix
      - suffix
      - root/base word
      - word usage
    - Maintain writing portfolios
  - Listening (9.1.4.C.1) (9.1.4.D.2) (9.1.4.D.3)
    - For information
    - To an opinion
    - To take messages
    - To conduct interviews
  - Speaking (9.1.4.D.1)
    - Dramatizing
    - Giving and following instructions
    - Producing oral reports
    - Conducting interviews
  - Viewing (9.1.4.E.1) (9.1.4.E.2) (9.1.4.E.3) (9.1.4.E.4)
    - Evaluating the news
    - Understanding nonverbal clues
    - Using the dictionary and thesaurus
    - Interpreting tables, graphs, and charts
    - Using graphic organizers
- Reading For Purpose (9.1.4.A.2) (9.1.4.B.1) (9.1.4.D.1) (9.1.4.F.2)
  - Sequence
  - Character
  - Generalizations
  - Cause and effect
  - Author's purpose
    - Inform
    - Persuade
    - Entertain
  - Steps in a process
  - Graphic sources
  - Fact and opinion
  - Author's viewpoint
  - Drawing conclusions
  - Plot
  - Text structure
  - Summarizing
  - Compare and contrast

- Main idea and supporting details
- Predicting
- Context clues
- Setting
- Paraphrasing
- Visualizing
- Theme
- Making judgments
- Pleasure/book of choice
- Vocabulary
  - Definitions
  - In context
- Genres
  - Fiction
    - Classic
    - Realistic
    - Historical
  - Informational articles
  - Fantasy
    - Classic
    - Animal
  - Biography
    - Fictionalized
    - Literary diary
    - Personal essay
  - Poetry
    - Shape
    - Classic narrative
  - Autobiography
  - Graphic sources
  - Nonfiction
    - Narrative
    - Expository
    - Historical
    - Instructional
    - News articles/Newspapers
  - Profile
  - Using technology (9.1.4.A.3) (9.1.4.A.4)
  - Mystery
  - Textbook articles
  - Drama
  - Myths and legends
    - Folk tale
    - Tall tale
    - Fairy tale
  - Letters

**PROFICIENCY LEVEL**

This curriculum is appropriate for all students in Grade 4.

**METHODS OF ASSESSMENT**

Student progress and achievements are assessed through a variety of formal and informal methods of assessment that include, but are not limited to, the following:

- Formal
  - DRA
  - Published tests
  - Teacher-made tests
  - Writing portfolios
  - Homework
  - Class work
  - Class participation
  - Projects
  - Short constructed response
  - Standardized test rubrics
  - Standardized tests
- Informal
  - Teacher observation
  - Peer evaluation
  - Teacher/student feedback
  - Class discussion
  - Self, peer, teacher collaborative feedback
  - Portfolios
  - Group/individual reports
  - Activity sheets/workbooks (publisher/teacher-made)
  - Supplemental activities
- Teacher/Curriculum Assessment will be conducted according to the following statement: The subject teacher(s) and the English Language Arts supervisor will be in contact throughout the academic year concerning curriculum assessment. Teachers are encouraged to make suggestions for improving and changing the curriculum. The supervisor will also request an annual meeting to solicit suggestions for modifications and changes, especially in regard to meeting state approved standards.

**GROUPING**

Grade 4 English Language Arts classes are heterogeneously grouped classes; therefore, no level placement criteria apply to this course of study. Students may be homogeneously grouped by need(s) in reading.

**ARTICULATION/SCOPE/AND SEQUENCE/TIME FRAME**

English Language Arts Grade 4 is a full-year course.

**RESOURCES**

- Speakers
  - Teachers are encouraged to contact community groups, parents, and organizations to obtain speakers to enhance the curriculum with the approval of the administration.
- References
  - Teachers may contact the English Language Arts department office and the school and local libraries for additional resources. Nearby colleges and other organizations may also be excellent resources.
- Technology
  - Use of technology will conform to the following New Jersey Core Curriculum Content Standards: (8.1.4.A.1) (8.1.4.A.2) (8.1.4.A.3) (8.1.4.A.4) (8.1.4.A.5) (8.1.4.B.1) (8.1.4.D.1) (8.1.4.E.1) (8.1.4.F.1) (8.2.4.A.1) (8.2.4.B.4)
  - Students shall use computers to complete research and for word processing. Teachers shall use appropriate technology to enhance lessons. Students shall use computers for independent practice of developing skills and as part of the writing process.
- Supplies and Materials
  - Audio/video equipment for viewing and listening may be required.
  - In addition, art supplies for projects may also be needed.
- Textbooks
  - *Good Habits, Great Readers*. 2009. Pearson Education, Inc.
  - *Developmental Reading Assessment®*, Second Edition (DRATM2) ©2005 Professional Development, Pearson Education, Inc.
  - *Growing Your Vocabulary: Learning from Latin and Greek Roots*. 2008. Prestwick House.
  - *Ready Common Core (Name to be changed)*, Curriculum Associates, 2016
- Supplemental Reading
  - Novels selected are based upon individual student's reading levels.
  - Examples include:
    - *Sarah Plain and Tall* - Patricia MacLachlan
    - *Tales of a Fourth Grade Nothing* - Judy Blume
    - *The Bird House* - Cynthia Rylant
    - *Daniel Boone* - Laurie Lawlor
    - *Celebrate America in Poetry and Art* - Nora Panzer
    - *Charlie and the Chocolate Factory* - Roald Dahl
    - *Charlotte's Web* - E.B. White
    - *Cricket in Times Square* - George Selden
    - *Maniac Magee* - Jerry Spinelli
    - *Mississippi Mud: Three Prairie Journals* - Ann Warren Turner
    - *The Mouse and the Motorcycle* - Beverly Cleary
    - *Ragweed* - Avi
    - *Skylark* - Patricia Maclachan
    - *Stuart Little* - E. B. White
  - Additions and/or deletions to this list may be made periodically at teacher discretion with approval of the principal(s) and/or the supervisor of English Language Arts.
  - Weekly Reader
  - Test Preparation Resources
  - Scholastic
  - Computer Software
  - Internet resources

- Dictionaries
- Videos/DVDs/CD's

## **METHODOLOGIES**

A wide variety of methodologies will be used. The following are suggestions, not limitations, as to how the program may be implemented and facilitated. Codes refer to the New Jersey Core Curriculum Content Standards for 21<sup>st</sup> Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career and life success. By end of grade 4, students will be able to:

- 9.2.4.A.1 – Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
- 9.2.4.A.2 – Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.3 – Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
- 9.2.4.A.4 – Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

## **SUGGESTED INSTRUCTIONAL ACTIVITIES**

After reading required selections, students may create stories, journals, newspapers, or scrapbooks.

- Analogy fun - partners create analogies
- Animal report - research an animal by answering questions
- Biography Day
- Book fair
- Book reports (written, oral)
- Concept webs for main idea and supporting detail
- Conduct an interview
- Create an advertisement
- DEAR time (Drop Everything And Read)
- Echo reading
- KWL chart (nonfiction stories)
- Literature circles
- Plays (attend or perform)

- Preview and predict balloons - put clues to book inside balloons
- “Read All About It!”- find the 5W’s in a newspaper article
- Reflective journal
- Story boards (fiction stories)
- Story mapping
- Story sequence cards
- Theme-related projects
- Treasure hunt - use newspapers and magazines
- Vocabulary crossword puzzles
- Word Ladder - change letters in a word
- Write an autobiography
- Book reports
- Current events
- “Fishbowl” discussion
- Helping hand - 5W reinforcement
- Illustrate scene and name nouns
- Mini-white board activities
- Money words using adjectives
- Mystery adjective box
- Performance of student plays
- Portfolios
- Read, trace, write, and stamp spelling words
- Rewrite story endings
- Student generated sentence in three tenses
- “Traveling story” (pass along and add on)
- Unscramble spelling words
- Verb charades
- Write a menu
- Word sort to create sentences
- Writing prompts geared toward standardized tests
- Interdisciplinary projects/reports

## **DIFFERENTIATING INSTRUCTION FOR STUDENTS WITH SPECIAL NEEDS**

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students’ prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Examples of Strategies and Practices that Support:

### Students with Disabilities

- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products



- Testing accommodations
- Authentic assessments

#### Gifted & Talented Students

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

#### English Language Learners

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
  - word walls
  - sentence frames
  - think-pair-share
  - cooperative learning groups
  - teacher think-alouds

### **INTERDISCIPLINARY CONNECTIONS**

The English Language Arts Grade 4 curriculum has numerous possibilities for interdisciplinary connections. Reading and writing can be connected across the disciplines. Project and research report work that involves writing can also be connected to all disciplines.

### **PROFESSIONAL DEVELOPMENT**

Teachers will continue to improve their expertise by participating in a variety of professional development opportunities made available by the Board of Education and other organizations.

**COMMON WRITING TERMINOLOGY**

<b>Term</b>	<b>Meaning</b>
<b>Writing Process</b>	
Prewriting	Gathering Ideas
Drafting	Writing a Draft
Revising	Revising for Content
Editing	Editing for Grammar
Publishing	Producing Final Product
Creating Final Draft	Producing Final Product
<b>Writing Terms</b>	
Introduction	Introductory Paragraph/Statement
Hook	Attention Grabber
Thesis Statement	Statement of Purpose
Body Paragraph(s)	Reasoning Paragraph(s)
Topic Sentence	Introduction of Paragraph-Specific Content
Evidence	Supporting Details
Closing Sentence	Conclusion of Paragraph-Specific Content
Call to Action	What Should the Reader Do?
Conclusion	Concluding Paragraph
Exposition	Background/Characters/ Setting
Conflict	Internal and/or External
Rising Action	The events that lead to the climax
Climax	The pinnacle moment
Falling Action	The events that lead to the resolution
Resolution	The final outcome
<b>Writing Genres</b>	
Opinion	Grades K – 5
Argument	Grades 6 – 12
Informational/Explanatory	Grades K – 12
Narrative	Grades K – 12
Research	Grades K – 12



**GRAMMAR AND CONVENTIONS SCOPE AND SEQUENCE**

<b>Skills By Grade Level</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
Capitalization		X	X	X	X	X	X	X	X
Days of the Week	X	X	X	X	X	X	X	X	X
First Letter of a Sentence	X	X	X	X	X	X	X	X	X
First Letter of First, Middle and Last Names	X	X	X	X	X	X	X	X	X
Geographic Places		X	X	X	X	X	X	X	X
Holidays		X	X	X	X	X	X	X	X
In Dialogue				X	X	X	X	X	X
Letter Salutations/Closings			X	X	X	X	X	X	X
Months of the Year	X	X	X	X	X	X	X	X	X
Proper Nouns	X	X	X	X	X	X	X	X	X
The Word "I"	X	X	X	X	X	X	X	X	X
Titles		X	X	X	X	X	X	X	X
Uppercase and Lowercase Letters	X	X	X	X	X	X	X	X	X
<b>Grammar – Parts of Speech</b>									
Adjectives	X	X	X	X	X	X	X	X	X
Adverbs			X	X	X	X	X	X	X
Compound Words		X	X	X	X	X	X	X	X
Conjunctions				X	X	X	X	X	X
Interjections					X	X	X	X	X
Modifiers	X	X	X	X	X	X	X	X	X
Nouns	X	X	X	X	X	X	X	X	X
Participles					X	X	X	X	X
Perfect/Past Perfect Tense	X	X	X	X	X	X	X	X	X
Plural Words	X	X	X	X	X	X	X	X	X
Prepositional Phrases						X	X	X	X
Prepositions						X	X	X	X
Pronouns			X	X	X	X	X	X	X
Tense	X	X	X	X	X	X	X	X	X
Verbs	X	X	X	X	X	X	X	X	X
<b>Punctuation</b>									
Apostrophe Use (contractions; possessives)			X	X	X	X	X	X	X
Colon/Semicolon			X	X	X	X	X	X	X
Comma (dialogue)			X	X	X	X	X	X	X
Comma (in a series)		X	X	X	X	X	X	X	X
Ellipses			X	X	X	X	X	X	X
End marks (period, question mark, exclamation point)	X	X	X	X	X	X	X	X	X
Parentheses					X	X	X	X	X
Punctuating Dialogue			X	X	X	X	X	X	X
Quotation Marks			X	X	X	X	X	X	X



**GRADE 4 WRITING SCOPE AND SEQUENCE**

<b>Month</b>	<b>Genre/Type of Writing</b>	<b>Assessment/Publish</b>	<b>Notes</b>
<b>September</b>	Beginning of the Year Routines: Workshop, stamina, task/audience/purpose <i>W.4.4.</i> <i>W.4.10.</i>		*Teacher may need to administer baseline timed writing assessment for SGO
<b>October</b>	Narrative: personal narrative, realistic fiction <i>W.4.3.</i>		
<b>November</b>	Narrative: personal narrative, realistic fiction <i>W.4.3.</i>	*One completed realistic fiction piece to be saved for portfolio	
<b>December</b>	Informative/explanatory: essays, compare and contrast <i>W.4.2.</i> <i>W.4.9.</i>		
<b>January</b>	Informative/explanatory: essays, summarizing, literary analysis (character analysis or theme) <i>W.4.2.</i> <i>W.4.9.</i>	*One completed literary analysis piece to be saved for portfolio	
<b>February</b>	Opinion: essay based on research, letter writing <i>W.4.1.</i> <i>W.4.7.</i> <i>W.4.9.</i>		
<b>March</b>	Opinion: essay based on research, letter writing <i>W.4.1.</i> <i>W.4.7.</i> <i>W.4.9.</i>	*One completed opinion piece to be saved for portfolio	*May continue into April due to PARCC testing *Piece for portfolio may be added in February, March, or April depending upon time constraints due to testing
<b>April</b>	Informative/explanatory: essays, compare and contrast <i>W.4.2.</i> <i>W.4.9.</i>  Poetry: construct own poems <i>W.4.3.</i>		*Teacher may have to choose between informative/explanatory review and poetry depending upon opinion overlap and testing time constraints
<b>May</b>	Short research project: mythology topic to coincide with mythology unit <i>W.4.7.</i>		*Teacher may also need to administer end of the year timed assessment for SGO
<b>June</b>	Narrative: students select sub-genre (personal narrative, realistic fiction, fantasy, etc.) <i>W.4.3.</i>		*Teacher will set aside time for students to review work in

			portfolio to assess growth
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*\*Standards W.4.5., W.4.6., W.4.8. will be addressed as mini-lessons and activities within these unit breakdowns.*

**CURRICULUM MAP**

<b>Month(s)</b>	<b>Unit(s) / Topic(s)</b>
September	Unit 1: Great Readers See Themselves as Readers (Building a Reading Life).  *Administer baseline DRA/Progress Monitor*
October	Unit 4: Great Readers Understand How Stories Work (Following Characters into Meaning.)
November	Unit 2: Great Readers Make Sense of Text (Navigating Nonfiction: Expository).
December	Unit 5: Great Readers Read to Learn (Navigating Nonfiction: Narrative and Hybrid Text).
January	Unit 3: Great Readers Use What They Know (Tackling Complex Texts: Synthesizing Perspectives).
February	Unit 6: Great Readers Monitor and Organize Ideas and Information (Tackling Complex Texts: Interpretation and Critical Thinking).  *Administer mid-year DRA*
March	Unit 7: Great Readers Think Critically About Books (Revisit Informational Text Strategies).
April	Revisit Strategies for Good Readers (Revisit Information Text Strategies).
May	Content Area Reading (Examples: Social Studies, Science, Poetry, Novel/Author Study).  *Administer Final DRA*
June	Content Area Reading (Examples: Social Studies, Science, Poetry, Novel/Author Study).

Note that “Flex Time” will allow instruction to be condensed/expanded based on student needs. This will enable Chapter 2 to begin early, when possible.

Each reading teacher may make the decision of if/when to read a specific novel with her/her class. Teacher discretion may mean that different novels are read at different times.