

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
Unit I Building a Literacy Community Narrative 20 days							
<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I know?</p>	<p>Students who are college and career ready read and interpret a variety of complex texts with confidence and independence</p>	<p>Read and comprehend complex literary and informational texts independently and proficiently</p>	<p>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.</p>	<p>Use reading strategies to understand difficult complex text (e.g. ask questions, make connections, take notes, inferences, visualize, and re-read).</p>	<p>Formative-Individual teacher/student conference and notes.</p> <p>Summative-District Reading Inventory/Assessment</p>	<p>6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.</p> <p>6.3.4.A.1 Evaluate what makes a good rule or law.</p>	<p>9.1.4.A.3 Determine when the use of technology is appropriate to solve problems.</p> <p>9.1.4.E.3 Distinguish how digital media are used by individuals, groups, and organizations for varying purposes.</p> <p>9.1.4.E.4 Explain why some uses of media are unethical.</p> <p>9.1.4.F.1 Explain the meaning of productivity and accountability, and describe situations in which productivity and accountability are important in the home, school, and community.</p> <p>9.1.4.F.2 Establish and follow performance goals to guide progress</p>

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
							in assigned areas of responsibility and accountability during classroom projects and extra-curricular activities. 9.1.4.F.3 Explain the importance of understanding and following rules in family, classroom, and community settings.
What do good writers do? What's my purpose and how do I develop it?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates ideas to readers.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (a-e)	Identify different narrative parts: exposition, rising action, climax, falling action and resolution. Use characters and events to set story scene. Sequence events logically.	Timed writing		
How do sounds and letters create words? When a word doesn't make sense, what can I do?	Word analysis and decoding skills are foundational for success as a reader.	(Not applicable to Foundational Skills)	RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g.,	Analyze word structure to decode unfamiliar multi-syllabic words.	Formative: Word Work/Spelling Inventory Summative: District Reading Inventory/ Assessment		

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
			roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.				
What do good readers do? Why does fluency matter?	Fluent readers accurately process print with expression at an appropriate rate	(Not applicable to Foundational Skills)	RF.4.4 Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Read fluently.	Summative: District Reading Inventory/ Assessment		
Why do the rules of language matter? Communicating clearly: What does it take?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb	Define and form progressive verbs and use them correctly. Identify and correctly use modal auxiliaries (verbs that convey mood or tense). Recognize that multiple adjectives describing the same noun should be placed in a particular order (e.g., article + size + shape + age + color; <i>the tiny, oval, red bead or an old</i>	Summative: Edit/ Revision conference.		

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
			<p>tenses.</p> <p>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</p>	<p><i>black suitcase.</i></p> <p>Identify common prepositions (e.g., <i>of, to in, on, at</i>) and properly form prepositional phrases.</p> <p>Recognize the difference between a complete sentence and a fragment and connect fragments when necessary.</p> <p>Recognize a run-on sentence and make corrections.</p> <p>Recognize that some words sound alike or nearly alike but are spelled and used differently.</p> <p>Identify and correctly use commonly confused words.</p>			
<p>Why do the rules of language matter?</p> <p>Communicating clearly: What does it take?</p>	<p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p>	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>L.4.2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p>	<p>Determine when to capitalize words (e.g., proper nouns, “I”, first word in a sentence).</p> <p>Punctuate dialogue correctly by using commas before/after speaker tags and placing quotation marks around direct speech (e.g., “I was walking,” Ellie said, “when Mia tripped me.”).</p>	<p>Summative: Edit/Revision conference.</p>		

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

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			<p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>Use quotation marks to indicate words that are taken directly from text.</p> <p>Identify a compound sentence and use a comma before the coordinating conjunction that connects the two sentences.</p> <p>Identify misspelled words and use resources to assist in correct spelling.</p>			

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
Unit II Reading and Writing a Narrative Text-Raising the Quality 32 days							
<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I know?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	<p>Read closely to determine what the text says explicitly and to make logical inferences from it: cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>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.</p>	<p>Define inference and use details and examples from text to reach conclusion. Find answers in text that are explicit versus inferential</p>	<p>Formative- Individual teacher/student conference and notes.</p> <p>Summative- District Reading Inventory /Assessment</p>		<p>9.1.4.A.5 Apply critical thinking and problem-solving skills in classroom and family settings.</p>
<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I know?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text</p>	<p>Determine central ideas or themes of a text and analyze their development: summarize the key supporting details and ideas.</p>	<p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>Define theme, author’s message and summary.</p>	<p>Formative- Individual teacher/student conference and notes.</p> <p>Summative- District Reading Inventory/ Assessment</p> <p>Summative- Written summary.</p>		
<p>Author’s Choice: Why does it matter?</p> <p>What makes a story a</p>	<p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight</p>	<p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze</p>	<p>RL.4.4 Determine the meaning of words and phrases as they are used in text, including those that allude to significant characters</p>	<p>Write summary with details from text.</p> <p>Use strategies to determine meaning of words (context, roots, affixes)</p>	<p>Formative- Individual teacher/student conference and notes.</p>		

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
“great” story?	and strengthen understanding	how specific word choices shape meaning or tone.	found in mythology (e.g. Heruclean, Midas Touch, Pandora’s Box, etc.).				
What do good writers do? What’s my purpose and how do I develop it?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates ideas to readers.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the response of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the	Identify different narrative parts: exposition, rising action, climax, falling action, and resolution. Use characters and events to set story scene. Sequence events logically. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion.	Formative: Individual teacher/student conference and notes. Summative: Final published process piece.		

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
			narrated experiences or events.				
Why write? What do good writers do?	Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.	Write routinely over extended time frames (time for research, reflections, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.4.10 Write routinely over extended time frames (time for research, reflections, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write for long or short periods of time depending on task. Choose structure to fit task, purpose and/or audience. Write for a variety of reasons (e.g. to inform, to describe, to persuade, to entertain/share an experience).	Formative: Individual teacher/student conference and notes. Summative: Final published process piece.		
What makes collaboration meaningful? Making meaning from a variety of sources: what will help?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Paraphrase and identify information, ask relevant questions. Determine main idea and details.	Formative: Teacher observation		
When a word doesn't make sense, what can I do? How do I use what I know to figure out what I don't know?	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary	Demonstrate understanding of word relationships and nuances in word meanings	L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of	Correctly use synonyms and antonyms to improve writing.	Summative: Revision conference.		

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
			common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).				

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
Unit III Reading and Writing Informational Text-Part I 30 days							
<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I know?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text</p>	<p>Read closely to determine what the text says explicitly and to make logical inferences from it: cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>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.</p>	<p>Make inferences from direct quotes to reach logical conclusion. (“based on what I’ve read, it’s most likely true that…”).</p> <p>Define inference and use details and examples from text to reach conclusion.</p> <p>Find answers in text that are explicit versus inferential.</p>	<p>Formative-Individual teacher/student conference and notes.</p> <p>Summative-District Reading Inventory/Assessment</p>		<p>9.1.4.A.1 Recognize a problem and brainstorm ways to solve the problem individually or collaboratively.</p> <p>9.1.4.A.2 Evaluate available resources that can assist in solving problems.</p> <p>9.1.4.A.4 Use data accessed on the Web to inform solutions to problems and the decision-making process.</p>
<p>Why does it matter?</p> <p>What makes a story a “great” story?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>	<p>Define term main idea.</p> <p>Determine main idea of a text.</p> <p>Identify key details & explain how they support the main idea.</p> <p>Define term summary.</p> <p>Write a summary stating the key points.</p>	<p>Formative-Individual teacher/student conference and notes,</p> <p>Summative-Written summary.</p>		
<p>Why does it matter?</p> <p>What makes a story a</p>	<p>Analyzing texts for structure, purpose, and viewpoint allows an</p>	<p>Interpret words and phrases as they are used in a text, including determining</p>	<p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a</p>	<p>Identify academic words or phrases.</p> <p>Identify domain specific word or phrases in a text.</p>	<p>Formative-Teacher observation.</p> <p>Summative-Rubric/Quiz/</p>		

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
“great” story?	effective reader to gain insight and strengthen understanding.	technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	grade 4 topic or subject area	Use strategies to determine meaning of words (context, roots, affixes). Locate and use resources (glossary, footnote)	Performance Assessment on Text Features.		
Why does it matter? What makes a story a “great” story?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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.	Recognize authors use various formats when presenting information. Identify information presented in formats other than words. (e.g., graphs, pictures, diagrams, charts, media clips) Explain how various formats help a reader understand text.	Formative-Teacher observation. Summative-Rubric/Quiz/Performance Assessment on Text Features.		
In what ways does creative choice impact an audience? Whose story is it, and why does it matter?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Locate information from two texts on same subject. Determine which pieces of information best support my topic. Integrate information from two texts to show knowledge of topic when writing and speaking.	Formative-Teacher observation. Summative-3 column chart.		

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
<p>What do good writers do?</p> <p>What's my purpose and how do I develop it?</p>	<p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates ideas to readers.</p>	<p>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. 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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>Select topic and gather information (e.g. facts, definitions, details, quotes, examples) to share with audience.</p> <p>Define common formatting structures and determine best structure that will allow me to organize information.</p> <p>Introduce and organize topic into paragraphs and sections that group related information.</p> <p>Use formatting structures to clarify topic.</p> <p>Link information using words or phrases (e.g., another, for example, also, because).</p> <p>Explain topic using precise language and domain specific vocabulary.</p> <p>Provide a concluding statement that relates information.</p>	<p>Formative: Individual teacher/student conference and notes.</p> <p>Summative: Final published process piece.</p>		
<p>Writing clearly: What makes a</p>	<p>Producing clear ideas as a writer involves</p>	<p>Produce clear and coherent writing in</p>	<p>W.4.4 Produce clear and coherent writing in which the</p>	<p>Identify the writing style (e.g., argument, informative or</p>	<p>Formative: Individual teacher/student</p>		

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
<p>difference?</p> <p>Final product: What does it take?</p>	<p>selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p>	<p>which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>development and organization are appropriate to task, purpose, and audience.</p>	<p>explanatory, narrative) that best fits task, purpose and audience.</p> <p>Use graphic organizers to develop writing ideas.</p> <p>Compose a clear and logical piece of writing that demonstrates understanding of a specific writing style.</p>	<p>conference and notes.</p> <p>Summative: Final published process piece.</p>		
<p>Writing clearly: What makes a difference?</p> <p>Final product: What does it take?</p>	<p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p>	<p>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>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.</p>	<p>Identify technology, choose credible websites on the Internet, and collaborate with peers, teachers and others to produce, edit and publish writing.</p> <p>Use proper keyboarding skills (type a minimum of one page in a single sitting) to compose and prepare my writing for publication.</p>	<p>Formative: Individual teacher/student conference and notes.</p> <p>Summative: Final published process piece.</p>		
<p>What do good researchers do?</p> <p>“Cut and Paste:” What’s the problem?</p>	<p>Effective research presents an answer to a question, demonstrates understanding of the inquiry,</p>	<p>Conduct short as well as more sustained research projects based on focused questions, demonstrating</p>	<p>W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p>Define research and explain how research is different from other types of writing.</p> <p>Focus research around a question/topic provided or determine own</p>	<p>Formative: Individual teacher/student conference and notes.</p> <p>Summative: Final published process</p>		

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
	and properly cites information from multiple sources.	understanding of the subject under investigation.		research worthy question. Gather a variety of information about research topic.	piece.		
What do good researchers do? “Cut and Paste.” What’s the problem?	Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	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.	Recall information from experiences or gather information from digital and print sources about a topic. Take notes about a topic. Sort information from notes into categories. Prepare a list of sources used during research.	Formative: Individual teacher/student conference and notes. Summative: Final published process piece.		
Why write? What do good writers do?	Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.	Write routinely over extended time frames (time for research, reflections, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.4.10 Write routinely over extended time frames (time for research, reflections, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write for long or short periods of time depending on task. Choose structure to fit task, purpose and/or audience. Write for a variety of reasons (e.g. to inform, to describe, to persuade, to entertain/share an experience).	Formative: Individual teacher/student conference and notes. Summative: Final published process piece.		

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
<p>What makes collaboration meaningful?</p> <p>Making meaning from a variety of sources: What will help?</p>	<p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p>Evaluate a speaker's point of view, reasoning, and use of evidence or rhetoric.</p>	<p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>Identify points being made by a speaker.</p> <p>Determine reasons and evidence speaker uses to support his/her point.</p>	<p>Formative: Teacher observation</p>		
<p>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't know?</p>	<p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). c.. Consult refer4ence materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>Determine meaning using context clues.</p> <p>Recognize and define common Greek and Latin affixes and roots.</p> <p>Break down unknown into units of meaning to determine definition.</p> <p>Utilize reference materials (e.g., dictionaries, glossaries, thesauruses).</p>	<p>Summative: Edit/Revision conference.</p>		

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
<p>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't know?</p>	<p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>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).</p>	<p>Use appropriate domain-specific and grade appropriate academic words/phrases that signal precise actions, emotions, states of being that relate to topic. (See Tier One, Two and Three words of Appendix A of Common Core Standards.)</p>	<p>Summative: Revision conference.</p>		

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
Unit IV Reading and Writing Traditional Literature- Tall Tales 15 days							
<p>Why does it matter?</p> <p>What makes a story a “great” story?</p>	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Assess how point of view or purpose shapes the content and style of a text.	<p>RL.4.6</p> <p>Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>	<p>Identify first person and third person points of view</p> <p>Determine narrator’s or speaker’s point of view.</p> <p>Compare & contrast points of view in different stories.</p>	Formative- Individual teacher/student conference and notes	<p>6.1.4. D.19</p> <p>Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <p>6.1.4. D.20</p> <p>Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>	<p>9.1.4.B.1</p> <p>Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p> <p>9.1.4.D.3</p> <p>Demonstrate an awareness of one’s own culture and other cultures during interactions within and outside of the classroom.</p>
<p>In what ways does creative choice impact an audience?</p> <p>Whose story is it, why does it matter?</p>	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	<p>RL.4.7</p> <p>Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p>Recognize visual or oral presentations based on a text.</p> <p>Identify where a text gives specific description that a visual or oral presentation uses.</p> <p>Determine similarities and differences between a written text and its visual or oral representation.</p>	<p>Formative- Individual teacher/student conference and notes.</p> <p>Summative: Compare and contrast written tall tale with visual/oral presentation of same tall tale.</p>		
Writing clearly:	Producing clear ideas as a writer	Develop and strengthen writing as needed by	<p>W.4.5</p> <p>With guidance and</p>	Use prewriting strategies to formulate ideas.	Formative: Individual	6.1.4.D.12	Explain how

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
<p>What makes a difference?</p> <p>Final product: What does it take?</p>	<p>involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p>	<p>planning, revising, editing, rewriting, or trying a new approach.</p>	<p>support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>Recognize that a well-developed piece of writing requires more than one draft.</p> <p>Apply revision strategies with help of others.</p> <p>Edit writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.</p> <p>Prepare multiple drafts using revisions and edits to develop and strengthen writing.</p>	<p>teacher/student conference and notes.</p> <p>Summative: Final published process piece (Tall Tale).</p>	<p>folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.</p>	
<p>What do good researchers do?</p> <p>“Cut and Paste:” What’s the problem?</p>	<p>Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. (a-b)</p>	<p>Define textual evidence.</p> <p>Determine textual evidence that supports analysis, reflection, and/or research.</p> <p>Compose written responses and include textual evidence to strengthen analysis, reflection, and/or research.</p>	<p>Formative: Individual teacher/student conference and notes.</p> <p>Summative: Final published process piece.</p>		
<p>Why write?</p> <p>What do good writers do?</p>	<p>Effective writers use a variety of formats to communicate ideas appropriate</p>	<p>Write routinely over extended time frames (time for research, reflections, and revision) and shorter</p>	<p>W.4.10 Write routinely over extended time frames (time for research, reflections, and</p>	<p>Write for long or short periods of time depending on task.</p> <p>Choose structure to fit</p>	<p>Formative: Individual teacher/student conference and notes.</p>		

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
	for the audience, task, and time frame.	time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	task, purpose and/or audience. Write for a variety of reasons (e.g. to inform, to describe, to persuade, to entertain/share an experience).	Summative: Final published process piece.		
What makes a presentation “great”? “What I say” versus “how I say it”, does it really matter?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	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.	Determine a logical order for presenting topic, text, story or experience. Present topic, text, story or experience with facts and relevant descriptive details that support the main idea or theme. Report information by speaking clearly and at an appropriate pace.	Formative: Teacher observation		
What makes a presentation “great”? “What I say” versus “how I say it”, does it really matter?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	Identify situations where formal English is needed and where information English is appropriate. Determine speaking tasks or situations that will require formal structure.	Formative: Teacher observation		
How does situation	Effective readers, writers, and	Apply knowledge of language to understand	L.4.3 Use knowledge of	Choose words and phrases carefully to make	Formative: Teacher observation		

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
<p>affect meaning?</p> <p>How does author's choice impact an audience?</p>	<p>listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.</p>	<p>how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p> <p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussions).</p>	<p>sure ideas are clearly presented to the reader.</p> <p>Use punctuation to create various effects and add interest.</p> <p>Identify situations where formal English is needed and situations where informal English is appropriate.</p>	<p>Summative-published process piece.</p>		

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
Unit V Reading and Writing Informational Text-Part II 30 days							
<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I know?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	<p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>	<p>Identify events, procedures, ideas and /or concepts in different types of text.</p> <p>Use specific information in a text to explain events, procedures, ideas, and/or concepts, including what happened and why</p>	<p>Formative-Teacher observation.</p> <p>Summative-Research presentation on primary documents (S.S.)</p>	<p>6.1.4. D.4 Explain how key events led to the creation of the United States and the state of New Jersey.</p> <p>6.1.4. D.5 Relate key historical documents (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, and the Bill of Rights) to present day government and citizenship.</p>	
<p>Why does it matter?</p> <p>What makes a story a “great” story?</p>	<p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p>	<p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.</p>	<p>Identify general academic words or phrases in a text.</p> <p>Identify domain specific words or phrases in a text.</p> <p>Use various strategies to determine the meaning of general academic and domain-specific words and phrases in a text.</p>	<p>Formative-Teacher observation.</p> <p>Summative-Research presentation on primary documents (S.S.)</p>		

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
				Locate and use resources to assist in determining the meaning of unknown words and phrases.			
Author's choice: Why does it matter? What makes a story a "great" story?	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole.	RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Identify and explain different structures used in informational text. Determine the overall structures found in an informational text. Describe how events, ideas, concepts, or information are structured in a text.	Formative-Teacher observation. Summative-Research presentation on primary documents (S.S.)		
In what ways does creative choice impact an audience? Whose story is it, and why does it matter?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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.	Recognize that authors use various formats when presenting information. Identify information presented in formats, other than words. Explain how various formats help a reader understand the text.	Formative-Teacher observation. Summative-Research presentation on primary documents (S.S.)		
In what ways does creative choice impact an audience? Whose story is it, and why does it	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	Locate the reasons and evidence used to support particular points in a text. Explain how the reasons and evidence support the particular points in a text.	Formative-Teacher observation. Summative-Research presentation on primary documents (S.S.)		

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
matter?	formats.						
In what ways does creative choice impact an audience? Whose story is it, and why does it matter?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Locate information from two texts on the same topic. Determine which pieces of information best support the topic. Integrate information from two texts to display knowledge of the topic when writing or speaking.	Formative-Teacher observation. Summative-Research presentation on primary documents (S.S.)		
What do good readers do? Am I clear about what I just read? How do I know?	Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.	Read and comprehend complex literary and informational texts independently and proficiently.	RI.4.10 By the end of the year, read and comprehend information 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.	Closely read complex grade level texts. Reread a text to find more information or clarify ideas. Use reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) to help me understand difficult complex text.	Formative-Individual teacher/student conference and notes. Summative-Research presentation on primary documents (S.S.)		
What do good writers do? What's my purpose and how do I develop it.	Writing should be purposely focused, detailed, organized and sequenced in a way that clearly communicates the ideas to the reader.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support	Determine opinion or point of view on a topic or text. Create an organizational structure in which related ideas are grouped to introduce the topic and opinion. Support the opinion with	Formative: Individual teacher/student conference and notes. Summative: Final published process piece.	6.1.4.D.6 Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and	

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
			<p>the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>facts and details.</p> <p>Link opinions and reasons with words and phrases.</p> <p>Write an opinion piece with an introduction, supporting reasons, facts and details, and a concluding statement/section.</p>		Benjamin Franklin toward the development of the United States government.	
<p>What do good writers do?</p> <p>What’s my purpose and how do I develop it?</p>	<p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates ideas to readers.</p>	<p>Write informative or explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.4.2 Write informative or explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. 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.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the</p>	<p>Select topic and gather information (e.g. facts, definitions, details, quotes, examples) to share with audience.</p> <p>Define common formatting structures and determine best structure that will allow me to organize information.</p> <p>Introduce and organize topic into paragraphs and sections that group related information.</p> <p>Use formatting structures to clarify topic.</p> <p>Link information using words or phrases (e.g., <i>another, for example, also, because</i>).</p> <p>Explain topic using precise</p>	<p>Formative: Individual teacher/student conference and notes.</p> <p>Summative: Final published process piece.</p>		

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
			topic. e. Provide a concluding statement or section related to the information or explanation presented.	language and domain specific vocabulary. Provide a concluding statement that relates information.			
Writing clearly: What makes a difference? Final product: What does it take?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	Identify the writing style (e.g., argument, informative or explanatory, narrative) that best fits task, purpose and audience. Use graphic organizers to develop writing ideas. Compose a clear and logical piece of writing that demonstrates understanding of a specific writing style.	Formative: Individual teacher/student conference and notes. Summative: Final published process piece.		
Writing clearly: What makes a difference? Final product: What does it take?	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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.	Identify technology, choose credible websites on the Internet, and collaborate with peers, teachers and others to produce, edit and publish writing. Use proper keyboarding skills (type a minimum of one page in a single sitting) to compose and prepare my writing for publication.	Formative: Individual teacher/student conference and notes. Summative: Final published process piece.		

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
What do good researchers do? “Cut and Paste:” What’s the problem?	Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Define research and explain how research is different from other types of writing. Focus research around a question/topic provided or determine own research worthy question. Gather a variety of information about research topic.	Formative: Individual teacher/student conference and notes. Summative: Final published process piece.		
What do good researchers do? “Cut and Paste:” What’s the problem?	Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	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.	Define research and explain how research is different from other types of writing. Focus research around a question/topic provided or determine own research worthy question. Gather a variety of information about research topic.	Formative: Individual teacher/student conference and notes. Summative: Final published process piece.		
Why write? What do good writers do?	Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.	Write routinely over extended time frames (time for research, reflections, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.4.10 Write routinely over extended time frames (time for research, reflections, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write for long or short periods of time depending on task. Choose structure to fit task, purpose and/or audience. Write for a variety of reasons (e.g. to inform, to describe, to persuade, to entertain/share an experience).	Formative: Individual teacher/student conference and notes. Summative: Final published process piece.		

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
<p>What makes a presentation “great”?</p> <p>“What I say” versus “how I say it”, does it really matter?</p>	<p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p>	<p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>Identify main ideas or themes in presentation that could be enhanced.</p> <p>Determine and include appropriate audio recording or visual display to enhance main ideas or themes.</p>	<p>Formative: Teacher observation.</p> <p>Summative: Final presentation on Primary Documents (SS).</p>		
<p>When a word doesn’t make sense, what can I do?</p> <p>How do I use what I know to figure out what I don’t know?</p>	<p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized materials, as appropriate.</p>	<p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i>, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the</p>	<p>Determine meaning using context clues.</p> <p>Recognize and define common Greek and Latin affixes and roots.</p> <p>Break down unknown into units of meaning to determine definition.</p> <p>Utilize reference materials (e.g., dictionaries, glossaries, thesauruses).</p>	<p>Summative: Edit/Revision conference.</p>		

Hillsborough Township Public Schools
 Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
			pronunciation and determine or clarify the precise meaning of key words and phrases.				

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
Unit VI Reading and Writing Drama and Poetry 30 days							
<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I know?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>	<p>Define theme, author’s message and summary.</p>	<p>Formative- Individual teacher/student conference and notes.</p> <p>Summative: Reader’s Theater presentation.</p>		<p>9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p> <p>9.1.4.E.2 Demonstrate effective communication using digital media during classroom activities.</p>
<p>Why does it matter?</p> <p>What makes a story a “great” story?</p>	<p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p>	<p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>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.</p>	<p>Recognize that poems, dramas and prose use different structural elements.</p> <p>Identify common structural elements of poems and dramas.</p> <p>Refer to structural elements of a poem or drama when explaining their differences.</p>	<p>Formative- Individual teacher/student conference and notes.</p> <p>Summative: Reader’s Theater presentation.</p>		

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
<p>In what ways does creative choice impact an audience?</p> <p>Whose story is it, why does it matter?</p>	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	<p>RL.4.9</p> <p>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.</p>	<p>Define theme.</p> <p>Identify similar themes, topics and patterns of events found in stories, myths and traditional literature from different cultures.</p> <p>Compare and contrast how stories, myths and traditional literature from different cultures treat the same theme, topic, or pattern of events.</p>	Formative- Individual teacher/student conference and notes.		
<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I know?</p>	Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.	Read and comprehend complex literary and informational texts independently and proficiently.	<p>RL.4.10</p> <p>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.</p>	Use reading strategies to understand difficult complex text (e.g. ask questions, make connections, take notes, inferences, visualize, re-read).	Formative- Individual teacher/student conference and notes.		
<p>Writing clearly: What makes a difference?</p> <p>Final product: What does it take?</p>	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p>W.4.4</p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>Identify the writing style (e.g., argument, informative or explanatory, narrative) that best fits task, purpose and audience.</p> <p>Use graphic organizers to develop writing ideas.</p> <p>Compose a clear and logical piece of writing (poetry) that demonstrates understanding of a specific writing style.</p>	<p>Formative: Individual teacher/student conference and notes.</p> <p>Summative: Final published process piece.</p>		
What do good researchers	Effective research presents an	Draw evidence from literary or	<p>W.4.9</p> <p>Draw evidence from literary</p>	Define textual evidence.	Formative: Individual		

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
do? “Cut and Paste:” What’s the problem?	answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	informational texts to support analysis, reflection, and research.	or informational texts to support analysis, reflection, and research. (a-b)	Determine textual evidence that supports analysis, reflection, and/or research. Compose written responses and include textual evidence to strengthen my analysis, reflection, and/or research.	teacher/student conference and notes. Summative: Final published process piece.		
Why write? What do good writers do?	Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.	Write routinely over extended time frames (time for research, reflections, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.4.10 Write routinely over extended time frames (time for research, reflections, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write for long or short periods of time depending on task. Choose structure to fit task, purpose and/or audience. Write for a variety of reasons (e.g. to inform, to describe, to persuade, to entertain/share an experience).	Formative: Individual teacher/student conference and notes. Summative: Final published process piece.		
What makes collaboration meaningful? Making meaning from a variety of sources: What will help?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and	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. a. Come to discussions prepared, having read or studied required material; explicitly draw on that	Read or study materials to be discussed. List important information, using a graphic organizer, about the topic to be discussed. Identify and follow the agreed upon rules for discussion and carry out assigned roles. Ask questions to check for understanding	Formative: Teacher observation. Summative: Final presentation on Primary Documents (SS).		

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
		persuasively.	preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.,	Stay on topic by making comments about the information being discussed. Make connections between comments of others. Explain ideas and tell what was learned from a discussion.			
What makes collaboration meaningful? Making meaning from a variety of sources: Will that help?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Paraphrase, and identify information, ask relevant questions. Determine main idea and details.	Formative: Teacher observation		
When a word doesn't make sense, what can I do? How do I use what I know to figure out what I don't	Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and	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.,	Use appropriate domain-specific and grade appropriate academic words/phrases that signal precise actions, emotions, states of being that relate to topic. (See Tier One, Two and Three words of Appendix A of Common Core Standards.)	Summative: Edit/Revision conference.		

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

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know?		listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	wildlife, conservation, and endangered when discussing animal preservation).				

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
Unit VII Reading and Writing Historical Fiction 23 days							
<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I know?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p>	<p>Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>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).</p>	<p>Identify characters, settings, and events in a story or drama.</p> <p>Locate sections of a text where characters, settings, or events are described.</p> <p>Use specific details from the text to describe characters, settings, or events.</p>	<p>Formative- Individual teacher/student conference and notes.</p> <p>Summative: Story Map</p> <p>Regional study report. (S.S).</p>	<p>6.1.4.B.6 Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.</p> <p>6.1.4. B.7 Explain why some locations in New Jersey and the United States are more suited for settlement than others.</p> <p>6.1.4. B.8 Compare ways people choose to use and divide natural</p>	<p>9.1.4.B.1 Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking.</p>

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

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						resources.	
<p>Author’s Choice: Why does it matter?</p> <p>What makes a story a “great” story?</p>	Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.	Assess how point of view or purpose shapes the content and style of a text.	<p>RI.4.6</p> <p>Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>	<p>Identify, compare and contrast firsthand and secondhand accounts of the same event or topic.</p> <p>Explain how a firsthand or secondhand focus affects the information provided.</p>	<p>Formative- Individual teacher/student conference and notes.</p> <p>Summative: Comparison diagram (column or Venn diagram).</p> <p>Regional study report. (S.S).</p>		
<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I know?</p>	Students who are college and career ready read and interpret a variety of complex texts with confidence and independence.	Read and comprehend complex literary and informational texts independently and proficiently.	<p>RI.4.10</p> <p>By the end of the year, read and comprehend information 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.</p>	<p>Closely read complex grade level texts.</p> <p>Reread a text to find more information or clarify ideas.</p> <p>Use reading strategies (e.g., ask questions, make connections, take notes, make inferences, visualize, re-read) to help me understand difficult complex text.</p>	<p>Formative- Individual teacher/student conference and notes.</p> <p>Summative: District Reading Inventory Assessments</p> <p>Regional study report (S.S.)</p>		
<p>What do good writers do?</p> <p>What’s my purpose and how do I develop it?</p>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<p>W.4.1</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related</p>	<p>Determine opinion or point of view on a topic or text.</p> <p>Create an organizational structure in which related ideas are grouped to introduce the topic and opinion.</p>	<p>Formative: Individual teacher/student conference and notes.</p> <p>Summative: Final published process piece.</p>		

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
			<p>ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition.</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>Support the opinion with facts and details.</p> <p>Link opinions and reasons with words and phrases.</p> <p>Write an opinion piece with an introduction, supporting reasons, facts and details, and a concluding statement/section</p>	<p>Regional study report (S.S.).</p>		
<p>What do good writers do?</p> <p>What’s my purpose and how do I develop it?</p>	<p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates ideas to readers.</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences</p> <p>. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and</p>	<p>Identify different narrative parts: exposition, rising action, climax, falling action and resolution.</p> <p>Use characters and events to set story scene.</p> <p>Sequence events logically.</p> <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>Provide a conclusion.</p>	<p>Formative: Individual teacher/student conference and notes.</p> <p>Summative: Final published process piece.</p> <p>Regional study report (S.S.).</p>		

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
			events precisely. e. Provide a conclusion that follows from the narrated experiences or events.				
What do good researchers do? “Cut and Paste:” What’s the problem?	Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 4 Reading standards</i> 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].”). b. Apply <i>grade 4 Reading standards</i> to information texts (e.g., “explain how an author uses reasons and evidence to support particular points in a text”).	Define textual evidence. Determine textual evidence that supports analysis, reflection, and/or research. Compose written responses and include textual evidence to strengthen analysis, reflection, and/or research.	Formative: Individual teacher/student conference and notes. Summative: Final published process piece. Regional study report (S.S.).		
Why write? What do good writers do?	Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.	Write routinely over extended time frames (time for research, reflections, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.4.10 Write routinely over extended time frames (time for research, reflections, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Write for long or short periods of time depending on task. Choose structure to fit task, purpose and/or audience. Write for a variety of reasons (e.g. to inform, to describe, to persuade, to entertain/share an experience).	Formative: Individual teacher/student conference and notes. Summative: Final published process piece.		
What makes a	Presentation of knowledge and	Present information, findings, and	SL.4.4 Report on a topic or text, tell	Determine a logical order for presenting topic, text,	Formative: Teacher		

Hillsborough Township Public Schools
Grade 4

LAL Curriculum Map

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 st Century Connections
presentation “great”? “What I say” versus “how I say it”, does it really matter?	ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	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.	story or experience. Present topic, text, story or experience with facts and relevant descriptive details that support the main idea or theme. Report information by speaking clearly and at an appropriate pace.	observation Summative: Regional study report (S.S).		
What makes a prediction “great”? “What I say” versus “how I say it”, does it really matter?	Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	Identify situations where formal English is needed and where informal English is appropriate. Determine speaking tasks or situations that will require formal structure.	Formative: Teacher observation Summative: Regional study report (S.S).		