

**OCEAN COUNTY ENGLISH LANGUAGE ARTS  
CURRICULUM**

**Content Area: English Language Arts      Unit 6**

**Course Title: ELA**

**Grade Level: 4**

**Literature  
Narrative/Descriptive Writing  
Open-Ended Responses**

**September- October**

**Informational Text  
Explanatory/Expository Writing  
Open-Ended Responses**

**November - December**

**Literature/Informational Text  
Expository/Speculative Writing  
Open-Ended Responses**

**January - February**

**Literature/Informational Text  
Speculative/Persuasive Writing  
Open-Ended Responses**

**March - April**

**Poetry/Literature/Informational Text  
Speculative/Narrative/Persuasive Writing  
Open-Ended Responses**

**April - May**

**Folktales/Legends/Myths  
Creative Story Writing  
Open-Ended Responses**

**May - June**

**Date Created:**

**July 21, 2011**

**Board Approved on:**

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## OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM

### Unit 6 Overview

**Content Area:** English Language Arts

**Unit Title:** Unit Six

**Target Course/Grade Level:** Fourth

**Unit Summary:** Folktales/Legends/Myths/Creative Story Writing

- Understand and apply the elements Folktales, Legends, and Myths
- Apply the elements of Creative Story writing
- Respond to open-end question

**Primary interdisciplinary connections:**

- Social Studies  
[https://www13.state.nj.us/NJCCCS/ContentAreaView\\_SocialStudies.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx)
- Science  
[https://www13.state.nj.us/NJCCCS/ContentAreaView\\_Science.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaView_Science.aspx)
- Technology  
[https://www13.state.nj.us/NJCCCS/ContentAreaView\\_Technology.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaView_Technology.aspx)

**21<sup>st</sup> century themes:** Standard 9.1

- Critical Thinking and Problem Solving
- Creativity and Innovation
- Collaboration, Teamwork, and Leadership
- Cross-Cultural Understanding and Interpersonal Communication
- Communication and Media Fluency
- Accountability, Productivity, and Ethics

**College and Career Readiness:** Note that the Common Core State Standards provide for College and Career Readiness Anchor Standards in Reading, Writing, Speaking, and Listening, which are listed specifically at the beginning of each section of the grade level standards and then infused throughout the grade level standards. For specific College and Career Readiness Anchor Standards see

<http://www.corestandards.org/the-standards/english-language-arts-standards>

Learning Targets	
<b>Content Standards: RL 4.1, 4.2,4.3, 4.4, 4.5 4.6, 4.7, 4.9, 4.10; RI 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10; RF 4.3, 4.4; W 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.8, 4.9, 4.10; SL 4.1,4.2, 4.3, 4.4, 4.5, 4.6; L 4.1 4.2, 4.3, 4.4, 4.5, 4.6</b>	
Number	Common Core Standard for Mastery
RL 4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text
RL 4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text
RL 4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions)
RL 4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean)
RL 4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL 4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RL 4.7	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
RL 4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
RL 4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RI 4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI 4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI 4.3	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.
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
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.
RI 4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI 4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI 4.8	Explain how an author uses reasons and evidence to support particular points in a text.
RI 4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RI 4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range
RF 4.3	Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF 4.4	Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W 4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented.
W 4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.
W 4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events.

	<p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>Provide a conclusion that follows from the narrated experiences or events.</p>
W 4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W 4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W 4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting
W 4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
W 4.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”)</p>
W 4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
SL 4.1	<p>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.</p> <p>Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>
SL 4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL 4.3	Identify the reasons and evidence a speaker provides to support particular points.
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.
SL 4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
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.

L 4.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</p> <p>Form and use prepositional phrases.</p> <p>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</p> <p>Correctly use frequently confused words (e.g., to, too, two; there, their).*</p>
L 4.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use correct capitalization.</p> <p>Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>Use a comma before a coordinating conjunction in a compound sentence.</p> <p>Spell grade-appropriate words correctly, consulting references as needed</p>
L 4.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>Choose words and phrases to convey ideas precisely.</p> <p>Choose punctuation for effect.</p> <p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion)</p>
L 4.4	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>Consult reference 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>
L 4.5	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
L 4.6	<p>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.,</p>

	quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How does writing make thinking visible and clarify understanding?</li> <li>• What do readers do when they do not understand everything in a text?</li> <li>• How do readers construct meaning from text?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• writing is a tool for thinking: solving problems, exploring issues, constructing questions, and addressing inquiry.</li> <li>• good readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful</li> <li>• as good readers they should employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</li> <li>• good readers develop effective summaries that capture the main ideas of informational text.</li> <li>• good readers create effective summaries that capture the central idea or theme of the text</li> <li>• good readers actively seek the meaning of unknown words/phrases to deepen their understanding of informational text.</li> </ul>
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• how to apply reading strategies to monitor comprehension before, during, and after reading.</li> <li>• interpret the author’s essential message and theme</li> <li>• generalizations</li> <li>• how to summarize text by identifying important ideas and sequence and by providing supporting details, while maintaining sequence</li> <li>• how to apply the writing process to different genres</li> <li>• how to use grammatical conventions in writing</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• self-monitor their comprehension using grade level reading strategies</li> <li>• identify the theme and message of a legend, folktales, and myths</li> <li>• make implied inferences about the literary elements and author’s decisions in a text</li> <li>• summarize text</li> <li>• determine meanings of words using context clues and other references</li> <li>• apply phonics and word analysis skills to decode words</li> <li>• read fluently on independent level</li> <li>• cite evidence from text</li> <li>• use the writing process incorporating the traits of writing</li> <li>• include an appropriate beginning, middle and end in their writing</li> <li>• write in different genres based upon audience and purpose</li> <li>• write a friendly letter using correct format</li> <li>• identify the elements of different writing genres</li> <li>• continue to use figurative language to enhance writing</li> </ul>

	<ul style="list-style-type: none"><li>• spell K-4 words correctly</li><li>• develop the skills to acquire and maintain vocabulary</li></ul>
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**OCEAN COUNTY LANGUAGE ARTS CURRICULUM**  
**Evidence of Learning**

**Formative Assessments**

- Teacher observation
- Journals
- Open ended questions
- Exit slip
- Conferencing / Reviews / Audit
- Simulations
- Written Questions / Exercises with Short, Extended or Multiple-choice Answers
- Running records/anecdotal notes
- Class activities / discussion
- Fluency assessments
- Teacher student conferences
- Portfolio Assessment
- Homework exercises
- Assignments
- Projects
- Tests and Quizzes
- rubrics

**Summative Assessments**

- State assessments
- Projects
- Open ended questions
- End of unit assessments

**Modifications (ELLs, Special Education, Gifted and Talented)**

- Differentiated instruction/ tiered instruction
- Layered curriculum
- Oral assessments
- RTI
- Follow all IEP modifications/504 plan
  - Extended time
  - Directions only read aloud
  - Alternate locations
  - Modified assignments

**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

**District wide materials and resources**

Curriculum documents of the following districts were referenced in the development of this curriculum: Barnegat Twp., Lacey Twp., Lakewood Twp., Stafford Twp., Pinelands Regional, Ocean Twp. , Pt. Pleasant Boro, Berkeley Twp., Manchester Twp., Brick Twp., Plumsted Twp.

[www.liketoread.com](http://www.liketoread.com)

[www.liketowrite.com](http://www.liketowrite.com)

two sources for teachers

**Reading**

<http://www.paec.org/david/reading/general.pdf> Reading Strategies

<http://departments.weber.edu/teachall/reading/active.html> Reading Strategies

[http://www.readinga-z.com/more/reading\\_strat.html](http://www.readinga-z.com/more/reading_strat.html) Reading and Word-Attack Strategies

<http://emu1967.tripod.com/readstrat.htm> strategies for all reading skills

**Vocabulary**

[http://www.sheppardsoftware.com/web\\_games\\_vocab.htm](http://www.sheppardsoftware.com/web_games_vocab.htm) interactive games for vocabulary, grammar, and mechanics

[http://www.ehow.com/list\\_5939778\\_classroom-vocabulary-games.html](http://www.ehow.com/list_5939778_classroom-vocabulary-games.html) Vocabulary lessons

[http://www.sheppardsoftware.com/web\\_games\\_vocab.htm](http://www.sheppardsoftware.com/web_games_vocab.htm) interactive games for vocabulary, grammar, and mechanics

**Folktales, Legends , Myths**

<http://www.planetozkids.com/oban/index.html> website has Myths, Legends and Fables as well as activities

<http://www.lessonplanspage.com/LAWritersWorkshopLegends58.htm> Legend lesson plan (higher level, but can be adapted)

<http://www.theteacherscorner.net/thematicunits/talltales.php> Thematic Units - Tall Tales - Fables - Myths

**Writing**

<http://www.studygs.net/wrtstr6.htm> lists of transitional phrases broken down to types of writing

<http://writing2.richmond.edu/writing/wweb/trans1.html> lists of transitional phrases broken down to types of writing

<http://www.virtualsalt.com/transits.htm> lists of transitional phrases broken down to types of writing

<http://www.smart-words.org/transition-words.html> transition, conjunctions

**Figurative Language**

<http://www.smart-words.org/index.html> figurative language

<http://www.kidskonnnect.com/subject-index/20-language-arts/343-figurative-language.html> figurative language (term, definition, example)

<http://www.kidskonnnect.com/subject-index/20-language-arts/343-figurative-language.html> figurative language

**Primary interdisciplinary connections**

[https://www13.state.nj.us/NJCCCS/ContentAreaView\\_SocialStudies.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaView_SocialStudies.aspx)

[https://www13.state.nj.us/NJCCCS/ContentAreaView\\_Science.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaView_Science.aspx)

[https://www13.state.nj.us/NJCCCS/ContentAreaView\\_Technology.aspx](https://www13.state.nj.us/NJCCCS/ContentAreaView_Technology.aspx)

**Common Core Standards**

<http://www.corestandards.org/the-standards/english-language-arts-standards>

**Teacher Notes:**

- Infuse various literary genres throughout this unit. (i.e. realistic fiction, historical fiction, science fiction, fantasy, folktale, myth, legend, biography, mystery, nonfiction, poetry)
- Add a friendly letter to student's writing portfolio

- The following foundational skills should be developed continuously throughout the year:

Reading:

- Make use of schema
- Reread for clarification
- Seeking meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

Writing

- Use written and oral English appropriate for various purposes and audiences.
- Create and develop texts that include the following text features:
  - Development: the topic, theme, stand/perspective, argument or character is fully developed
  - Organization: the text exhibits a discernible progression of ideas
  - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
  - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
  - Sentence formation: sentences are complete and varied in length and structure
  - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text.

The below statement is cited from [www.liketoread.com](http://www.liketoread.com)

**When working with my students, I identify 9 goals - 9 units of study. Students use several strategies at once naturally and should not be limited to discussing one strategy only. Whereas the proficient reader strategies cannot be taught in isolation, it is helpful to identify a strategy a month on which to focus. It takes 4-6 weeks to study ONE strategy. Students need the in-depth study. There is so much to talk about and never enough time! The teacher should use mini-lessons and small groups to teach, demonstrate and investigate together how to use these strategies. Eventually, students understand the reading strategies and have the confidence to know when to apply each one.**

**IMPORTANT NOTE: If you are in a school where many or all teachers are setting up proficient reader classrooms, you will no longer need this monthly timeline. When your kids come to you with a great working understanding of a strategy, you will only need to fine-tune with harder texts. That will give you more time to work on the more difficult strategies like determining importance and synthesis. And remember, THERE IS NO ORDER FOR TEACHING THESE STRATEGIES. Since we use them all at once anyway, create a timeline that works for you.**

**Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root**

words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.

Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.

Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.