

Domain: <i>Language Standards</i>		
Cluster: <i>Conventions of Standard English</i>		
Standard: <i>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i>		
<p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)</p> <p>b. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>c. Use modal auxiliaries (e.g., can, may, must) 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., to, too, two; there, their) *</p>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>To what extent does knowledge of grammar help me to become a better reader, writer, and speaker?</i>	<i>Students will understand that:</i> <i>the conventions of English grammar help readers understand what is being communicated.</i>	<i>To assist in meeting this standard, students may:</i> <ul style="list-style-type: none"> • Read incorrect sentences and compose new sentences using the correct conventions including sequencing, appropriate verb tenses, and relative pronouns • Peer edit a partner’s writing piece looking for proper use of grammar and conventions. (May include using a editor’s checklist) • Work with partners to compose sentences where they will highlight, circle, and underline appropriate conventions. • Use Editor’s Marks to edit their own writing
Content Statements		
<i>Students will demonstrate command of Standard English grammar during oral and written communication.</i>		
Assessment		Teacher Resources

<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>Formal:</i></p> <ul style="list-style-type: none"> • <i>Process writing of a paragraph</i> • <i>Revise/Proofread</i> <p><i>Informal:</i></p> <ul style="list-style-type: none"> • <i>Teacher observation</i> • <i>Anecdotal notes</i> 	<p>-New Jersey Registered Speaking Rubric -Purdue Online Writing Lab (http://owl.english.purdue.edu/) - Readwritethink.org -Funenglishgames.com -Funbrain.com -Brainpop.com -Edhelper.com</p>
Equipment Needed	Reading Street 2012 Alignment
<ul style="list-style-type: none"> • Individual white boards • Post-its • Construction Paper • Markers, Crayons, etc. <p>Assistive Technology (if available):</p> <ul style="list-style-type: none"> • Document Camera • Projector • SmartBoard • Flip Camera 	<p>SE 1: 133, 159, 191, 277, 395, 423, 453 □ SE 2: 45, 75, 107, 133, 159, 309, 345</p> <p>TE 1: 24c–24d, SG•11, SG•16, 49d, 50c, 61c, 69e, 77c, 77o, SG•22, SG•27, SG•32, 81d, 82c–82d, 109i, 113d, 123c, 123d–123e, 131e, 132–133, 133a, 137c, 137d–137e, 137o, 137p–137q, 141d, 151c, 157e, 158–159, 165c, 165o, 165p–165q, SG•70, SG•75, SG•80, UR•44–UR•45, UR•54–UR•55</p> <p>TE 2: 175d, SG•6, 190–191, 211c, 220–221a, 227p, SG•32, 241c, 255c, 255o, SG•38, 259d, 267c, 275e, 276–277a, 283c, 283o, SG•54, SG•64, 287d, 297b, 303e, 304–305a, 309c, 309p–309q, SG•70, SG•75, SG•80, UR•14–UR•15, UR•34–UR•35, UR•44–UR•45, UR•54–UR•55</p> <p>TE 3: 319d, 329c, 343p–343q, 347d, 371c, 375d, 387c, 393e, 394–395, 395a, 401c, 401o, 401p, SG•43, 405d, 415c, 421e, 422–423, 423a, 429c, 429o, SG•54, SG•59, SG•64, 433c, 433d, 443c, 451e, 452–453a, 459c, 459d–459e, 459o, 459p–459q, SG•70, SG•75, SG•80, UR•14–UR•15, UR•34–UR•35, UR•44–UR•45, UR•54–UR•55</p> <p>TE 4: 23d, 35c, 43e, 44–45a, 45b–45c, 51c, 51o, 51p–51q, SG•6, SG•11, 55d, 67c, 73e, 74–75, 75a, 81c, 81o, 81p–81q, SG•18, SG•22, SG•27, SG•29, SG•32, 85d, 95c, 105e, 106–107, 111c, 111o, SG•38, SG•43, SG•48, 115d, 125c, 131e, 132–133a, 139c, 139o, 139p–139q, SG•54, SG•59, 151c, 157e, 158–159a, 165c, 165o, 165p–</p>

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<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	<p>165q, SG•75, UR•14–UR•15, UR•24– UR•25, UR•34–UR•35, UR•44–UR•45, UR•54–UR•55 TE 5: 175d, 185c, 193e, 194–195a, 195b–195c, 199c, 199o, 199p–199q, SG•6, SG•11, SG•16, 203d, 213c, 219e, 220–221a, 227c, 227o, 227p– 227q, SG•22, SG•23, SG•27, SG•32, 231d, 241c, 247e, 255c, 255o, 255p– 255q, SG•34, SG•35, SG•38, SG•43, SG•48, 259d, 269c, 279e, 280–281a, 287c, 287o, SG•54, SG•59, SG•64, 301c, 301d–301e, 307e, 308–309, 315c, 315d, 315o, 315p–315q, UR•24– UR•25, UR•34–UR•35, UR•44–UR•45 TE 6: 325d, 335c, 343e, 344–345a, 349a, 349c, 349o, 349p–349q, SG•11, SG•27, SG•43, 443n, 443o, SG•58, SG•59, SG•74, SG•75, UR•14</p> <p style="text-align: center;"><u>Language 1.a.</u></p> <p>TE 1: 141d, 151c, 157e □ TE 5: 199d, 221b, 248–249, 280–281 TE 6: 374–375, 438–439</p> <p style="text-align: center;"><u>Language 1.b.</u></p> <p>SE 1: 365</p> <p>TE 1: 76–77a □ TE 3: 319c, 329c, 337e, 343c, SG•16, 357c, 363e, 371o, SG•27, UR•24</p> <p style="text-align: center;"><u>Language 1.c.</u></p> <p>TE 3: 347d, 357c, 363e, 371c, 371o, SG•22, SG•32, 415c, 429c, 429o, SG•54, SG•64, 443c</p> <p style="text-align: center;"><u>Language 1.d.</u></p> <p>TE 5: 175d, 185c, 193e, 194–195, 195a, 199c, 199d, 199o, UR•14</p> <p style="text-align: center;"><u>Language 1.e.</u></p> <p>SE 2: 309</p>

TE 5: 291d, 301c, 307e, 308–309, 315c, 315o, 315p, SG•70, SG•75, SG•80, UR•54–UR•55

Language 1.f.

SE 1: 103, 159, 453 □ **SE 2:** 195, 221, 309, 375

TE 1: 23d, 39e, 49d, 93c, 101e, 102–103a, 109c, 109o, 109p–109q, SG•43, SG•48, 113d, 123c, 151c, 158–159, UR•34–UR•35, WP•8–WP•9

TE 2: 297d–297e □ **TE 3:** 394–395, 395a, 395b, 452–453a, 453b–453c, 459d, 459p □ **TE 4:** WP•8 □ **TE 5:** 194–195, 195b–195c, 198–199, 199d–199e, 220–221a, 221b–221c, 308–309, 309a □ **TE 6:** 363e, 374–375, 375a, 375b–375c, 381d–381e

Language 1.g.

SE 2: 176, 198

TE 3: 347c, 357c, 363e, 371c, 433c, 451e, 459c, UR•24, UR•54 □ **TE 5:** 301c, UR•13

Domain: <i>Strand(L4.2) Language.</i>		
Cluster: <i>Grade 4</i>		
Standard:		
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed 		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>To what extent does knowledge of grammar and mechanics help me to become a better reader, writer, and speaker?</i>	<i>Students will understand that: the conventions of English grammar and mechanics help readers understand what is being communicated.</i>	<i>To assist in meeting this standard, students may:</i> <ul style="list-style-type: none"> • Demonstrate spelling proficiency in daily writing tasks, using references as needed; for example, digital or print sources, word walls, individual word banks • Arrange prepared note cards to build complete sentences beginning with introductory clauses • Place objects representing commas in sentences • Write a story including dialogue with correct use of commas and quotations • Use the word wall to correctly spell and incorporate fourth grade words into their writing
Content Statements		
<i>Students will demonstrate command of Standard English grammar and mechanics during oral and written communication.</i>		

Assessment	Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <p><i>Formal:</i></p> <ul style="list-style-type: none"> • <i>Process writing of a paragraph</i> • <i>Revise/Proofread</i> • <i>Students complete spelling rubrics on a continual basis to monitor progress</i> <p><i>Informal:</i></p> <ul style="list-style-type: none"> • <i>Teacher observation</i> • <i>Anecdotal notes</i> 	<p>-New Jersey Registered Speaking Rubric</p> <p>-Purdue Online Writing Lab (http://owl.english.purdue.edu/)</p> <p>-Readwritethink.org</p> <p>-Funenglishgames.com</p> <p>-Funbrain.com</p> <p>-Brainpop.com</p> <p>-Edhelper.com</p>
Equipment Needed	Reading Street 2012 Alignment
<ul style="list-style-type: none"> • Individual white boards • Post-its • Construction Paper • Markers, Crayons, etc. <p>Assistive Technology (if available):</p> <ul style="list-style-type: none"> • Document Camera • Projector • SmartBoard • Flip Camera 	<p>SE 1: 41, 71, 133, 191, 251, 305 SE 2: 375, 407, 467</p> <p>TE 1: 23c, 23d, 39e, 40–41, 45c, 45o, 45p–45q, SG•6, 49c, 49d, 61c, 69e, 70–71, 71a, 77c, 77p–77q, 81d, 132– 133a, 133b–133c, SG•59, SG•64, 159b–159c, SG•75, UR•14–UR•15, UR•24–UR•25, WP•8–WP•9</p> <p>TE 2: 175c, 175d, 183c, 189e, 190– 191, 195c, 195o, 195p–195q, SG•11, SG•16, 199c, 199d, 211c, 221e, 222– 223, 223a, 227c, 227o, SG•27, 231c, 231d, 249e, 250–251, 255p–255q,</p>

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

A. Use correct capitalization.

B. Use commas and quotation marks to mark direct speech and quotations from a text.

C. Spell grade-appropriate words correctly, consulting references as needed.

SG•43, 259c, 287c, 304–305, 309c, 309o, UR•14, UR•24, UR•34, UR•44, UR•54

TE 3: 319c, 343p–343q, 371p–371q, SG•22, SG•27, SG•32, 429p–429q, 433c, 443c, 443e, 451e, 459c, 459d–459e, 459o

TE 4: 81p–81q, 85c, 111p–111q, 115c, 133b–133c, UR•14, WP•10 **TE 5:** 199p–199q, 221b–221c, 227c, 227d–227e, 255d–255e, 255p–255q, 287p–287q, WP•9

TE 6: 325d, 335c, 349c, SG•6, SG•11, SG•16, 353d, 363c, 373e, 374–375, 381c, 381o, 381p–381q, 385c, 385d, 395c, 405e, 406–407, 413c, 413p–413q, 417c–417d, 437e, 443c, 443d–443e, 447d, 459c, 466–467, 467a, SG•80, UR•34, UR•44, UR•54

Language 2.a.

SE 1: 191 **SE 2:** 375, 467

TE 1: 23d, 31c, 45c, 45o, 49d, 61c, 69e, 77c, 77o **TE 2:** 175d, 183c, 190–191, 195p, 283d–283e

TE 3: 433d, 459d **TE 6:** 353d, 363c, 373e, 374–375, 375a, 381c, 381o, 381p–381q, SG•22, SG•27, 427c, 447d, 459c, 465e, 466–467, 467a, 473c, 473o, SG•70, SG•75, SG•80, UR•24–UR•25, UR•54

Language 2.b.

SE 2: 158–159, 438–439

TE 1: 159b **TE 2:** 176d, 260d **TE 4:** 158–159 **TE 6:** 405e, 413o, 417d, 427c, 437e, 438–439, 439a, 443c, 443d–443e, 443o,

443p, SG•54, SG•64, UR•44

Language 2.c.

SE 1: 132–133 **SE 2:** 407

TE 1: 123c, 131e, 132–133, 133a, 137o, 137p, UR•44–UR•45, WP•7 □ **TE 6:** 325d, 335c, 343e, 349c, 349o, SG•6, SG•11, SG•16, 395c, 405e, 406–407a, 413c, 413o, 413p, SG•38, SG•43, SG•48, 466–467, 467a, UR•14, UR•34–UR•35

Language 2.d.

TE 1: 23c, 31c, 39e, 45c, 45o, 49c, 61c, 69e, 77c, 77o, 81c, 101e, 109o, 109p, 113c, 123c, 131e, 137c, 137o, 141c, 151c, 157e, 165c, 165o, UR•14, UR•24, UR•34, UR•44, UR•54

TE 2: 175c, 183c, 189e, 195c, 195o, 195p, 199c, 211c, 221e, 227c, 227o, 231c, 241c, 249e, 255c, 259c, 275e, 283c, 283o, 287c, 303e, 309c, UR•14, UR•24, UR•34, UR•44, UR•54

TE 3: 319c, 329c, 337e, 343c, 343o, 347c, 371c, 371o, 375c, 387c, 393e, 401c, 401o, 405c, 415c, 421e, 429c, 429o, 433c, 443c, 451e, 459c, 459o, UR•14, UR•34, UR•44, UR•54

TE 4: 23c, 35c, 43e, 51c, 51o, 55c, 67c, 73e, 81c, 81o, 85c, 95c, 105e, 111c, 111o, 115c, 125c, 131e, 139c, 139o, 143c, 151c, 157e, 165c, 165o, UR•24, UR•34, UR•44, UR•54

TE 5: 175c, 185c, 193e, 199c, 199o, 203c, 213c, 219e, 227c, 227o, 231c, 241c, 247e, 255c, 255o, 259c, 269c, 279e, 287c, 287o, 291d, 301c, 307e, 315c, 315o, UR•14, UR•24, UR•34, UR•44, UR•54

	<p>TE 6: 325c, 335c, 343e, 349c, 349o, 353c, 363c, 373e, 381c, 381o, 385c, 395c, 405e, 413c, 413o, 417c, 427c, 437e, 443c, 443o, SG•58, 447c, 459c, 465e, 473c, 473o, UR•14, UR•24, UR•34, UR•44, UR•54</p>
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Domain: <i>Strand(L4.3)</i> <i>Language.</i>		
Cluster: <i>Grade 4</i>		
Standard: Use knowledge of language and its conventions when writing, speaking, reading, or listening.		
<ul style="list-style-type: none"> a. Choose words and phrases to convey ideas precisely.* b. Choose punctuation for effect.* c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>To what extent does knowledge of communication techniques help me to become a better reader, writer, speaker, and listener?</i>	<i>Students will understand that: the conventions of English grammar and mechanics help readers understand what is being communicated.</i>	<i>To assist in meeting this standard, students may:</i> <ul style="list-style-type: none"> • Have a group discussion to brainstorm ideas on a specific topic; discussion should include when to use formal and informal English • Create a graphic organizer (e.g. Venn diagram) to compare and contrast • Peer conferencing where focus is on punctuation, and its proper use • Complete Cloze Passages <ul style="list-style-type: none"> - Procedure used to measure comprehension in which students appropriately fill in words that have been purposely deleted or left out.
Content Statements		
<i>Students will demonstrate command of Standard English communication techniques during oral and written communication.</i>		

Assessment	Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <p>Formal:</p> <ul style="list-style-type: none"> • Process writing of a paragraph • 5 stages of writing • Collins Writing Process • Proofread/Edit (peer or teacher) • Senteo/Active Votes <p>Informal:</p> <ul style="list-style-type: none"> • Teacher observation • Anecdotal notes 	<p>New Jersey Registered Speaking Rubric</p> <p>Purdue Online Writing Lab (http://owl.english.purdue.edu/)</p> <p>Readwritethink.org</p> <p>Funenglishgames.com</p> <p>Funbrain.com</p> <p>Brainpop.com</p> <p>Edhelper.com</p>
Equipment Needed	Reading Street 2012 Alignment
<ul style="list-style-type: none"> • Individual white boards • Post-its • Construction Paper • Markers, Crayons, etc. <p>Assistive Technology (if available):</p> <ul style="list-style-type: none"> • Document Camera • Projector • SmartBoard 	<p>SE 1: 222–223, 227</p> <p>TE 1: 38–39a, 40–41a, 44–45a, 68– 69a, 70–71a, 76–77a, 77i, 100–101a, 102–103, 108–109a, 130–131a, 132– 133a, 136–137a, 156–157a, 158–159, 164–165a</p> <p>TE 2: 175c–175d, 183c, 183d–183e, 186–187, 188–189, 189a, 190–191, 191b–191c, 194–195, SG•11, 220–221, 221a, 222–223, 223a, 223b–223c, 224–225a, 226–227, 227a, 227p, SG•27, 248–249, 249a, 250–251, 251a, 254–255, 255a, SG•42, SG•43, 274–275, 274–275, 275a, 276–277, 277a, 283a, 283p–283q,</p>

New Jersey Curriculum Model Objective 2013

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Choose words and phrases to convey ideas precisely.

B. Choose punctuation for effect.

C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

SG•59, SG•75, UR•14–UR•15, WP•9

TE 3: SG•10, SG•11, 347d, 357d– 357e, 363e, 364–365a, 365c, SG•26, 392–393a, 394–395a, 443d–443e, 459p–459q, UR•24, UR•25

TE 4: 44–45a, 73a, 74–75a, 80–81a, 104–105a, 106–107a, 130–131a, 132– 133a, 138–139a, 143d, 158–159a, SG•70

TE 5: 194–195a, 203d, 231d, 241c, 278–279a, 280–281a, 287a, 306–307a, 308–309a, 314–315a □ **TE 6:** 381n, 381o

Language 3.a.

SE 1: 40–41, 77, 190–191, 250–251 **SE 2:** 45, 74–75, 248–249, 406–407

TE 1: 40–41, 41b–41c, SG•3, 77a, 82d, 90–91a, 103b–103c, 114d, 132– 133a, 137d–137e, 159b–159c □ **TE 2:** 190–191, 191a, 191b–191c, 192c, 192–193, 193a, 232d, 250–251, 251a, 251b–251c □ **TE 3:** 343d, 365b, 390–391, 391a, SG•35, SG•40, SG•62, 443d, 459p, WP•7 □ **TE 4:** 41a, 44–45, 45a, 45b–45c, 51d– 51e, 56d, 60–61, 74–75, 75a, 75b, 81d–81e, 81i, 143d, 158–159, 159a, WP•6–WP•7 □ **TE 5:** 176d, 196c–196d, 199i, 231e– 231f, 232c–232d, 248–249, 249b– 249c, 259d, 260d, 268–269a, 274– 275a, 279e, 287i, UR•22, WP•6–WP•7 **TE 6:** 346c–346d, 354d, 381d, 381i, 406–407, 407b, 443d–443e

Language 3.b.

SE 1: 71

TE 1: 31c, 39e, 40–41, 45c, 45o, 45p– 45q, 70–71, 77o, 137d–

137e, UR•14 **TE 5:** 304–305

Language 3.c.

SE 1: 132, 364, 422 **SE 2:** 132

TE 1: 113e–113f, 132–133, 133b– 133c, 159b–159c □ **TE 2:**
227a, 279a, 281a □ **TE 3:** 320d, 334–335, 357d–357e, 364–365,
422–423, 429d–429e, 429p– 429q, 444–445, UR•50–UR•51

TE 4: 132–133 **TE 5:** 314–315a

Domain: <i>Strand(L4.4)</i> <i>Language.</i>		
Cluster: <i>Grade 4</i>		
Standard: 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>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p> <p>c. 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>		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<p><i>To what extent does knowledge of vocabulary help clarify multiple-meaning words, roots, prefixes, suffixes, and affixes?</i></p> <p><i>How does using reference materials assist in understanding the meaning of words and phrases?</i></p>	<p><i>Students will understand that:</i></p> <p><i>through knowledge of vocabulary and use of reference materials, they will achieve optimum understanding of origin of words.</i></p>	<p><i>To assist in meeting this standard, students may:</i></p> <ul style="list-style-type: none"> <i>After shared read alouds containing figurative language, students identify examples in texts and discuss meanings during teacher led discussions</i> <i>Record roots, prefixes, and suffixes on individual note cards. With partners, students join note cards to build words, read words, and determine meanings.</i> <i>In pairs, students use reference materials to determine meanings and pronunciations of specified vocabulary. Pairs join others, creating groups of four, and collaborate to reach consensus on word meanings and pronunciations</i>
Content Statements		
<i>Vocabulary is essential to achieve meaning of words/phrases.</i>		

Assessment	Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • <i>Vocabulary charts (flip charts)</i> • <i>Word walls</i> • <i>Internet games</i> • <i>Word Searches/Crossword Puzzles</i> 	<p style="text-align: center;">New Jersey Registered Speaking Rubric</p> <p style="text-align: center;">Purdue Online Writing Lab (http://owl.english.purdue.edu/)</p> <p style="text-align: center;">Readwritethink.org</p> <p style="text-align: center;">Funenglishgames.com</p> <p style="text-align: center;">Funbrain.com</p> <p style="text-align: center;">Brainpop.com</p> <p style="text-align: center;">Edhelper.com</p>
Equipment Needed	
<ul style="list-style-type: none"> • Individual white boards • Post-its • Construction Paper • Markers, Crayons, etc. • Assistive Technology (if available): • Document Camera • Projector • SmartBoard 	<p style="text-align: center;">Reading Street 2012 Alignment</p> <p>SE 1: 24–25, 44, 50–51, 76, 82–83, 108, 114–115, 136, 142–143, 164, 176–177, 194, 200–201, 226, 232–233, 254, 260–261, 282, 288–289, 320–321, 348–349, 376–377, 400, 406–407, 428, 434–435, 458</p> <p>SE 2: 24–25, 50, 56–57, 80, 86–87, 116–117, 138, 144–145, 176–177, 198, 204–205, 226, 232–233, 254, 260–261, 286, 292–293, 314, 326–327, 348, 354–355, 380, 386–387, 412, 418–419, 448–449, 472</p> <p>TE 1: 23a, 24e, 24–25, 32–33a, 44–45, 45a, SG•4, 49a, 50e, 50–51, 76–77, 77a, SG•19, SG•28, SG•29, 81a, 82e, 86–87, 87a, 95a, 108–109, 109a, 109h, SG•35, SG•36, SG•38, SG•41,</p>
New Jersey Model Curriculum	

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.

A. Use context (**e.g., definitions, examples, or restatements in text**) as a clue to the meaning of a word or phrase

C. 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.

SG•45, 113a, 114c–114d, 114e, 114– 115, 136–137, 137i, SG•51, SG•52, SG•55, SG•56, SG•57, SG•61, 141a, 142e, 142–143, 150–151, 165a, SG•66, SG•68, SG•71, SG•73, SG•77, SG•78, UR•20–UR•21, UR•23, UR•30– UR•31, UR•32–UR•33

TE 2: 173a–173b, 175a, 176e, 176– 177, 184–185a, 194–195, 199a, 200c, 200e, 200–201, 209a, 226–227, 227h, 231a, 232e, 232–233, 255a, SG•34, SG•35, 260c–260d, 260e, 260–261, 268–269, 269a, 282–283, 283a, 283h, 283i, SG•50, SG•51, SG•57, 288e, 288–289, 292–293, 293a, 295a, 299a, 309a, 309h, SG•78, UR•20, UR•23, UR•30, UR•33, UR•40–UR•41, UR•43, UR•50–UR•51, UR•53

TE 3: 320e, 320–321, 328–329, 343a, 343h–343i, 347a, 348a, 348e, 348– 349, 356–357a, 371a, 371h, 371i, 376e, 376–377, 401a, 401h, 401i, SG•34, SG•35, 403a–403b, 405a, 406e, 406–407, 433a, 434c–434d, 434e, 434–435, 442–443, 458–459, 459a, SG•68, SG•73, SG•78, UR•10– UR•11, UR•12–UR•13, UR•20–UR•21, UR•22–UR•23, UR•30–UR•31, UR•32– UR•33, UR•40–UR•41, UR•42–UR•43, UR•51, UR•52–UR•53

TE 4: 21a–21b, 23a, 24a–24b, 24e, 24–25, 51a, 56e, 56–57, 68–69, 69a, 80–81, 81a, 83a–83b, 85a, 86e, 86– 87, 94–95, 111a, 111h, 113a, 115a, 116a–116b, 116e, 116–117, 138–139, 141a–141b, 143a, 144e, 144–145, 150–151, 153a, 165a, UR•20–UR•21, UR•23, UR•30–UR•31, UR•33

TE 5: 173a–173b, 175a, 176e, 176– 177, 198–199, 199a, 199h, SG•2, 201a–201b, 203a, 204a–204b, 204e, 204–205, 214a–214b, 222a–222b, 226–227, 227a, SG•24, SG•25, SG•28, SG•29, 229a–229b, 231a, 232a–232b, 232e, 232–233, 238–239, 242a, 250a, 254–255, 255a, 255h–255i, SG•41,

257a–257b, 259a, 260e, 260–261, 286–287, 287a, SG•57, 289a–289b, 291a, 292–293, 298–299, 299a, 314– 315, 315a, 315h, 315i, UR•30–UR•31, UR•33

TE 6: 323a–323b, 326e, 326–327, 336–337a, 349h, 351a–351b, 353a, 354e, 354–355, 366–367a, 381a, 381h, 383a–383b, 385a, 386c–386d, 386e, 386–387, 412–413, 423a, 413h, SG•34, SG•35, 415a–415b, 417a, 418c–418d, 418e, 418–419, 423a, 425a, 426–427, 428c, 434–435a, 443a, 443h, 445a–445b, 447a, 448e, 448– 449, 460–461a, 472–473, 473a, 473h, UR•20–UR•21, UR•23, UR•24, UR•30– UR•31, UR•32–UR•33, UR•40–UR•41, UR•43, UR•50–UR•51, UR•53

Language 4.a

SE 1: 114–115, 136, 320–321, 342, 348–349, 370, 376–377, 400
SE 2: 24–25, 50, 56–57, 80, 144–145, 164, 232–233, 254, 292–293, 314, 386–387, 412, 418–419, 442, 448– 449, 472

TE 1: SG•4, SG•9, SG•14, 58–59, 59a, SG•25, 81a, SG•46, 111a–111b, 114e, 114–115, 117a, 123a, 125a, 136–137a, 137h, SG•62, UR•21, UR•30–UR•31, UR•40–UR•41, UR•43

TE 2: 173a–173b, 175a, SG•4, SG•9, SG•14, 197a–197b, 204–205, 206– 207a, 209a, 212a, 216–217a, SG•20, SG•25, SG•30, 243a, SG•36, SG•41, SG•46, 268–269a, SG•52, SG•57, SG•62, 292–293a, 298a, SG•68, SG•73, SG•78, UR•31, UR•41, UR•51

TE 3: 320e, 320–321, 342–343, 343a, SG•4, SG•9, SG•14, 347a, 348e, 348– 349, 370–371, 371a, 371h, SG•20, SG•25, SG•30, 376e, 376–377, 384– 385a, 396a, 401a, 401h, SG•36, SG•41, SG•46, SG•52, SG•57, SG•62, SG•68, SG•73, SG•78, UR•10–UR•11, UR•12–UR•13, UR•20–UR•21, UR•22–

UR•23, UR•30–UR•31, UR•32–UR•33, UR•50–UR•51

TE 4: 24e, 24–25, 36–37a, 51a, 51h, SG•4, SG•9, SG•10, SG•14, 56e, 56–57, 59a, 64–65a, 68–69, 69a, 80–81, 81a, 81h, SG•20, SG•30, 83a–83b, SG•36, SG•41, SG•46, 113a–113b, 122–123, SG•52, SG•62, 144e, 144–145, 165a, SG•68, SG•73, SG•78, UR•10–UR•11, UR•20–UR•21, UR•23, UR•30–UR•31, UR•53

TE 5: 176c–176d, 188–189, 189a, 199h, SG•4, SG•9, SG•14, 204c–204d, SG•20, SG•30, 232e, 232–233, 238–239, 254–255, 255a, 255h, SG•36, SG•41, SG•46, 260a, 266–267, 267a, 270a, 282a–282b, SG•52, SG•62, 289a–289b, 292e, 292–293, 295a, 298–299a, 310b, 315a, 315h, SG•68, SG•73, SG•78, UR•30–UR•31, UR•33, UR•50–UR•51, UR•52–UR•53

TE 6: SG•4, SG•9, SG•14, SG•20, SG•25, SG•30, 386e–387, 390–391a, 396–397a, 412–413a, 413h, SG•36, SG•41, SG•46, 418e, 418–419, 423a, 426–427, 434–435a, 442–443, 443a, 443h, SG•52, SG•57, SG•62, 448e, 448–449, 460–461a, 472–473, 473a, SG•68, SG•72, SG•73, SG•78, SG•79, UR•30–UR•31, UR•33, UR•40–UR•41, UR•43, UR•50–UR•51, UR•53

Language 4.b.

SE 1: 142–143, 164, 176–177, 194, 232–233, 254, 406–407, 428, 434–435 **SE 2:** 116–117, 138, 204–205, 226, 260–261, 286, 326–327, 348

TE 1: 24e, 24–25, 142c–142d, 142e, 142–143, 164–165, 165a, 165h, UR•10, UR•11, UR•13, UR•50–UR•51, UR•53

TE 2: 176c–176d, 176e, 176–177, 195a, 195h, 195i, 232c–

232d, 232e, 232–233, 242–243, 255a, 255h, 255i, 309i,
UR•10–UR•11, UR•30–UR•31, UR•33

TE 3: 320c–320d, 320e, 320–321, 343i, 348c–348d, 371i,
376c–376d, 406c–406d, 406e, 406–407, 429a, 429h, 429i,
434c–434d, 434e, 434–435, 459a, 459h, UR•42–UR•43

TE 4: 24c–24d, 51i, 56c–56d, 81i, 86c–86d, 116c–116d,
116e, 116–117, 121a, 128–129, 138–139a, 139h, 139i, 143c,
144c–144d, 165i, UR•40–UR•41, UR•43 **TE 5:** 204c–204d,
204e, 204–205, 216–217, 226–227a, 227h, 227i, 231c, 241c,
255c, 260c–260d, 260e, 260–261, 266–267, 267a, 272–273,
273a, 287a, 287h, 287i, 310a, UR•20–UR•21, UR•23, UR•34,
UR•40–UR•41, UR•43

TE 6: 326c–326d, 326e, 326–327, 336–337, 348–349a, 349i,
354c–354d, 381i, 418c–418d, 447a, 448c–448d, 473i,
UR•10–UR•11, UR•13, UR•24

Language 4.c.

SE 1: 82–83, 108, 200–201, 226, 260–261, 282, 288–289,
308 **SE 2:** 86–87, 110, 176–177, 198, 354–355, 380

TE 1: SG•4, SG•9, 82e–83, 87a, 109a, UR•30–UR•31, UR•32–
UR•33 **TE 2:** 200c, 200e, 200–201, 203a, 204–205, 206–
207a, 222–223, 227a, 227h, 232c, 260e, 260–261, 271a,
282–283a, 283h, SG•52, 288e, 288–289, 299a, 308–309a,
SG•68, SG•78, UR•11, UR•20–UR•21, UR•23, UR•40–UR•41,
UR•43, UR•50, UR•53

TE 3: SG•25, 401h **TE 4:** 86e, 86–87, 89a, 96–97, 110–
111a, 111h, SG•41, 116e, 131c, 150–151, UR•30–UR•31,
UR•33, UR•51, WP•9 **TE 5:** 176c–176d, 176e, 176–177,

	<p>188-189, 189a, 198-199, 199a, 199h, 199i, 292c-292d, UR•10-UR•11, UR•13, UR•30-UR•31 □ TE 6: 326c, 349a, 354c, 354e, 354- 355, 357a, 358-359, 359a, 364-365, 381a, 386c-386d, 386e, 386-387, 405c, 413d, 413h, 413i, UR•20, UR•23</p>
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Domain: <i>Strand(L4.5)</i> <i>Language.</i>		
Cluster: <i>Grade 4</i>		
Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		
<ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. b. Recognize and explain the meaning of 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). 		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is it important to understand and utilize figurative language?</i>	<i>Students will understand that:</i> <i>Using figurative language in written text makes writing more powerful and enhances the meaning of the text.</i>	<i>To assist in meeting this standard, students may:</i> <ul style="list-style-type: none"> • Given a list of vocabulary words, students complete graphic organizers for words to deepen understanding of word meanings. Students write targeted words in center circles of organizer and list antonyms, synonyms, and analogies for those words in 3 surrounding circles • After shared read alouds containing figurative language, students identify examples in texts and discuss meanings during teacher led discussions • When given scenarios, students identify idioms, adages, or proverbs
Content Statements		
<i>Figurative language helps achieve meaning of words/phrases.</i>		

Assessment	Teacher Resources
<p><i>To show evidence of meeting this standard, students may:</i></p> <ul style="list-style-type: none"> • Use Internet games • Teacher created tests/quizzes • Highlight figurative language used in everyday text/supplied stories/etc 	<p>New Jersey Registered Speaking Rubric</p> <p>Purdue Online Writing Lab (http://owl.english.purdue.edu/)</p> <p>Readwritethink.org</p> <p>Funenglishgames.com</p> <p>Funbrain.com</p> <p>Brainpop.com</p> <p>Edhelper.com</p> <p>Tedd Arnold's book: <u>More Parts</u></p>
Equipment Needed	Reading Street 2012 Alignment
<ul style="list-style-type: none"> • Individual white boards • Post-its • Construction Paper • Markers, Crayons, etc. <p>Assistive Technology (if available):</p> <ul style="list-style-type: none"> • Document Camera • Projector • SmartBoard 	<p>SE 1: 114–115, 190–191, 310–311 SE 2: 176–177, 198</p> <p>TE 1: 24a–24b, SG•4, 50d, 60–61, 61a, 77i, 85a, 103b–103c, 109i, 114e, 114–115, 118–119a, 137h, 142d □ TE 2: 191b, 195d–195e, 251b–251c, 252c, 288c, 293a, 309i, 310–311a, 312–313 □ TE 3: 338–339, 343d, 382–383a, 406d, 429i, 434d, 439a, 444c, 444–445a, 446–447a, 459i, 462–463a, UR•40–UR•41 □ TE 5: 176d, 176–177, 198–199, 232c–232d, 255i, 316–317, 317a, 318–319, 319a □ TE 6: 326d, 337a, 346–347a,</p>

New Jersey Model Curriculum 2012

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 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).

SG•13, SG•21, 386d, 448c–448d

Language 5.a.

SE 1: 252–253, 310–311, 392 **SE 2:** 166–167, 346–347

TE 1: 24a, 50d, 60–61, 77i, 85a, 103b– 103c, 114e, 142d **TE 2:** 191b–191c, 200d, 227i, 251b– 251c, 252–253, 253a, 310–311, 311a **TE 3:** 390–391, 391a, 392–393

TE 4: 144d, 165i, 166–167, 167a **TE 5:** 302a **TE 6:** 346–347a, SG•3, SG•13, 358– 359a, SG•19, SG•24, 386d, 390–391a, 413i

Language 5.b.

SE 2: 50, 164, 412

TE 1: 32a, 61a **TE 2:** 252a **TE 4:** 24d, 51a, 51i, 116d, 122–123, 127a, 134a, 139i, 164–165a **TE 5:** 295a **TE 6:** 412–413, 413a, 448d, 473i

Language 5.c.

SE 1: 114–115, 136 **SE 2:** 24–25, 144–145, 292–293, 314

TE 1: 32a, SG•4, SG•20, 104a–104b, 114e, 114–115, 117a, 122–123, 125a, 136–137, 137a, 137h, UR•40–UR•41, UR•43

TE 2: 184a, SG•9, 242a, 252a–252b, 298a, SG•68 **TE 3:** 366a **TE 4:** 24e, 24–25, 27a, 32–33, 33a, 36–37, 37a, 51h, SG•12, 96a, 108a, SG•44, 131c, 144e, 144–145, 150– 151, 165h, SG•76, UR•10–UR•11, UR•12–UR•13, UR•50–UR•51, UR•53 **TE 5:** 292e, 292–293, 298–299, 215a, 315h, UR•50–UR•51, UR•53

	<p>TE 6: SG•12</p>
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Domain: <i>Strand(L4.6)</i> <i>Language.</i>		
Cluster: <i>Grade 4</i>		
Standard: 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., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).		
Essential Questions	Enduring Understandings	Activities, Investigation, and Student Experiences
<i>Why is it important to understand and utilize words and phrases that pertain to a particular topic?</i>	<i>Students will understand that:</i> <i>Identifying and utilizing specific words/phrases helps enhance oral and written text.</i>	<i>To assist in meeting this standard, students may:</i> <ul style="list-style-type: none"> • When given domain-specific words, phrases, or clue words, students use spoken and written language to form completed sentences with logical relationships. • Demonstrate use of academic vocabulary when recording information in cross-curricular journals paying attention to precise actions, emotions, or states of being. • Use vocabulary words learned in Science and Social Studies and apply them to writing and everyday language
Content Statements		
<i>Using specific words and phrases for a particular topic provides clarity in communication.</i>		
Assessment		Teacher Resources
<i>To show evidence of meeting this standard, students may:</i> <ul style="list-style-type: none"> • Use Internet games • Teacher created tests/quizzes • Journal Writing • Peer conferencing 		New Jersey Registered Speaking Rubric Purdue Online Writing Lab (http://owl.english.purdue.edu/) Readwritethink.org Funenglishgames.com

Equipment Needed	<p>Funbrain.com</p> <p>Brainpop.com</p> <p>Edhelper.com</p>
<ul style="list-style-type: none"> • Individual white boards • Post-its • Construction Paper • Markers, Crayons, etc. • Assistive Technology (if available): • Document Camera • Projector • SmartBoard 	Reading Street 2012 Alignment
NJ Model Curriculum	<p>TE 1: 21a–21b, 23a, 24b, 32a–32b, 42a–42b, SG•2, SG•3, SG•7, SG•8, SG•9, SG•10, SG•12, SG•13, SG•15, 47a–47b, 49a, 50a–50b, 62a–62b, 72a–72b, SG•18, SG•19, SG•20, SG•21, SG•23, SG•24, SG•25, SG•26, SG•31, 79a–79b, 82a–82b, 82c–82d, 94a–94b, 104a–104b, SG•34, SG•35, SG•36, SG•37, SG•40, SG•41, SG•42, SG•47, 111a–111b, 114a–114b, 124a–124b, 134a–134b, SG•50, SG•51, SG•53, SG•56, SG•58, SG•63, 139a–139b, 142a–142b, 152a–152b, 160a–160b, SG•66, SG•67, SG•69, SG•72, SG•74, SG•79, UR•7, UR•17, UR•27, UR•37, UR•47</p> <p>TE 2: 173a–173b, 176b, 184b, 192b, SG•2, SG•3, SG•4, SG•5, SG•7, SG•8, SG•9, SG•10, SG•12, SG•13, SG•15, 197a–197b, 199a, 200b, 212b, 224b, SG•18, SG•19, SG•21, SG•23, SG•24, SG•26, SG•28, SG•29, SG•30, SG•31, 229a–229b, 231a, 232b, 242b, 252a–252b, SG•34, SG•35, SG•37, SG•39, SG•40, SG•42, SG•44, SG•45, SG•47, 257a–257b, 260b, 268b, 278a–278b, SG•50, SG•51, SG•53, SG•55, SG•56, SG•58, SG•61, SG•63, 285a–285b, 287a, 288a–288b, 298a–298b, 306b, SG•66, SG•67, SG•69, SG•71, SG•72, SG•74, SG•76, SG•77, SG•79,</p>
<p><i>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).</i></p>	

UR•7, UR•17, UR•27, UR•37, UR•47

TE 3: 317a–317b, 319a, 320a–320b, 330a–330b, 340a–340b, SG•2, SG•3, SG•5, SG•7, SG•8, SG•10, SG•12, SG•13, SG•15, 345a–345b, 347a, 348a–348b, 358a–358b, 366a–366b, SG•18, SG•19, SG•21, SG•23, SG•24, SG•26, SG•28, SG•29, SG•31, 373a– 373b, 375a, 376a–376b, 388a–388b, 396a–396b, SG•34, SG•35, SG•37, SG•39, SG•40, SG•42, SG•44, SG•45, SG•47, 403a–403b, 405a, 406a–406b, 416a–416b, 424a–424b, SG•50, SG•51, SG•55, SG•56, SG•58, SG•61, 431a–431b, 434a–434b, 444a–444b, 454a–454b, SG•66, SG•67, SG•69, SG•71, SG•72, SG•74, SG•76, SG•77, SG•79, UR•7, UR•17UR•27, UR•37, UR•47

TE 4: 21a–21b, 23a, 24a–24b, 36a– 36b, 46a–46b, SG•2, SG•3, SG•5, SG•7, SG•8, SG•9, SG•10, SG•12, SG•13, SG•15, 53a–53b, 55a, 56a– 56b, 68a–68b, 76a–76b, SG•18, SG•19, SG•21, SG•23, SG•24, SG•26, SG•29, SG•31, 83a–83b, 85a, 86a– 86b, 96a–96b, 108a–108b, SG•34, SG•35, SG•39, SG•42, SG•45, SG•47, 113a–113b, 116a–116b, 126a–126b, 134a–134b, SG•50, SG•51, SG•53, SG•55, SG•56, SG•58, SG•61, SG•63, 141a–141b, 143a, 144a–144b, 152a– 152b, 160a–160b, SG•66, SG•67, SG•69, SG•71, SG•72, SG•74, SG•77, SG•79, UR•7,

UR•17, UR•27, UR•37, UR•47

TE 5: 173a–173b, 175a, 176a–176b, 186a–186b, 196a–196b, SG•2, SG•3, SG•5, SG•7, SG•10, SG•13, SG•15, 201a–201b, 204a–204b, 214a–214b, 222a–222b, SG•18, SG•19, SG•21, SG•22, SG•23, SG•24, SG•26, SG•28, SG•29, SG•31, 229a–229b, 232a–232b, 242a–242b, 250a–250b, SG•34, SG•35, SG•37, SG•39, SG•40, SG•42, SG•44, SG•45, 257a–257b, 260a–260b, 270a–270b, 282a–282b, SG•50, SG•51, SG•52, SG•53, SG•55, SG•56, SG•58, SG•60, SG•61, SG•63, 289a–289b, 291a, 292a–292b, 302a–302b, 310a–310b, SG•66, SG•67, SG•69, SG•71, SG•72, SG•74, SG•76, SG•77, SG•79, UR•7, UR•17, UR•27, UR•37, UR•47

TE 6: 323a–323b, 326a–326b, 336a–336b, 346a–346b, SG•2, SG•3, SG•5, SG•7, SG•9, SG•10, SG•12, SG•13, SG•15, 351a–351b, 354a–354b, 364a–364b, 376a–376b, SG•18, SG•19, SG•21, SG•23, SG•24, SG•26, SG•29, SG•31, 383a–383b, 386a–386b, 396a–396b, 408a–408b, SG•34, SG•35, SG•37, SG•39, SG•40, SG•42, SG•44, SG•45, SG•47, 415a–415b, 417c, 418a–418b, 428a–428b, 440a–440b, SG•50, SG•51, SG•53, SG•55, SG•56, SG•58, SG•61, SG•63, 445a–445b, 448a–448b, 460a–460b, 468a–468b, SG•66, SG•67, SG•69, SG•71, SG•72, SG•74, SG•77, SG•79, UR•7, UR•17, UR•27, UR•37, UR•47

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