

Course Title: Fourth Grade English Language Arts Curriculum

Duration: Full Year (September - June)

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Mission Statement:

The Glen Ridge Public School's Language Arts Program aims to establish a foundation for lifelong learning and effective written and oral communication. Through a thematic and challenging curriculum, students will become proficient readers, effective writers, active listeners, and articulate speakers. Students will learn to respect various viewpoints, appreciate different cultures, and comprehend the importance of nurturing the social and emotional needs of themselves and others while displaying creative, collaborative, and critical thinking skills. The program enables our students to participate effectively in a technological, complex, and ever-changing world.

Course Description:

The purpose of this course is to build upon the reading, writing, listening, speaking, technology, and viewing skills of the current fourth grade students. Through the daily exposure and use of a quality literature anthology, an intensive grammar program, a sophisticated approach to writing, enrichment materials, age-appropriate novels, and technology resources, students in the fourth grade will build skills that will strengthen their ability to communicate and demonstrate their thinking.

Glen Ridge Public Schools
ELA
Grade 4

Pacing Guide

Chapter/Unit	Unit Overview	Number of Days/Weeks
Unit 1	Establishing Reading Routines and Launching the Writers' Notebook – Students will engage in regular reading and writing routines that foster independence. Reading and writing protocols include responding to nonfiction passages.	4 Weeks
Unit 2	Exploring Traditional Literature – Students examine the elements and of folktales, fairytales, and fables as they identify plot, character traits, and theme. Students engage in narrative writing and compose imaginative pieces.	3 Weeks
Unit 3	Connecting to Realistic Fiction – Students analyze characters and identify story themes as they make inferences. They use a personal letter format to write an opinion piece, making a claim supported with evidence.	3 Weeks
Unit 4	Understanding the Structure of Informational Text: Short Research – Students examine the features and structures of expository texts to facilitate understanding. They engage in a guided research project to demonstrate newly acquired insights.	3 Weeks
Unit 5	Presenting Research: The Conservation Celebration - Students develop questions and explore a variety of resources to investigate a topic related to conservation. They learn to evaluate information before writing a short research paper.	4 Weeks
Unit 6	Synthesizing information Through Biographies - Students learn to synthesize information as they read biographies. They annotate and summarize key events and personality traits that set individuals apart.	4 Weeks
Unit 7	Integrating Information - Students read paired, informational passages to integrate information and draw conclusions. They respond to open-ended questions, citing text evidence and providing reasons for their claims in writing.	4 Weeks
Unit 8	Interpreting Poetry – Students draw inferences from figurative language as they interpret and write poetry.	3 Weeks

Unit 9	Distinguishing Fact From Opinion -Through a novel study of Freedom's Crossing, students distinguish between fact and fiction as they learn about the choices made during the Pre- Civil War era. They use their understanding of the characters' points of view to write a compare and contrast essay.	3 Weeks
Unit 10	Determining Importance of Information – In this last unit, students read narrative informational texts and identify main ideas and key details. In writing, students reflect upon what they have learned in ELA and write a personal letter to next year's fourth grade class.	2-3 Weeks

Unit 1
Establishing Reading Routines and Launching Writers' Workshop
Technology Standards:
8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks.
Career Ready Practices/21st Century
CRP4: Communicate clearly and effectively and with reason.
NJSLS
RI.4.1 - Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2 - Determine the theme of a story, drama, or poem from details in the text; summarize the text.
RF.4.3A -Know and apply grade-level phonics and word analysis skills in decoding and encoding 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.
RI.4.3 - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., character's thoughts, words, or actions).

SL.4.1A-D - 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. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussion 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.

SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

W.4.2. A-E - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- 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.
- B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections 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.
- E. Provide a conclusion related to the information or explanation presented.

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.

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

L.4.1B - Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

L.4.2A - Use correct capitalization.

Essential Questions

How does questioning help us understand what we read?

How does recognizing nonfiction structures help us find and understand information?

Why is it important to organize our writing for information?

Learning Goals (Concepts and Skills)

Learning the structure of nonfiction text helps us identify the main idea and supporting details.

We can monitor our comprehension through questioning.

We can summarize informational text by noting the main idea and supporting details in an organized manner.

Tasks/Activities

Establish regular routines of Word Work, Strategy & Skills Instruction through Think & Read Alouds, Shared Reading, and Small Group/ Guided Reading.

Evidence of Learning (Assessments)

Reading:

Formative- Teacher observation during class discussions

Benchmarks-DRA 2; MAP

Reading mini-lessons include but are not limited to the following:

- Activating prior knowledge
- Generating questioning
- Determining importance of information
- Distinguishing between thin and thick questions
- Using text features to identify and classify information
- Recognizing subheadings as indicators of main ideas
- Annotating text to mark key information
- Distinguishing between the main idea and supporting details
- Using context clues to determine meanings of unfamiliar words
- Summarizing information

Foundational Reading mini-lessons include but are not limited to the following:

- Identifying ways to decode unfamiliar or multisyllabic words
- Chunking large word into small decodable segments
- Recognizing small words in large ones

Informational Writing mini-lessons include but are not limited to the following:

- Developing a summary
- Selecting a topic
- Narrowing the focus
- Developing a topic sentence
- Organizing supporting details
- Drawing examples from text to support main idea
- Linking ideas with transitional phrases
- Providing a concluding sentence

Speaking and Listening mini-lessons include but are not limited to the following:

- Establishing discussion protocols to include attentive listening and respond to one another comments/opinions
- Clarifying ideas
- Speaking in full sentences
- Paraphrasing information read silently

Alternative-Literably Running records

Writing:

Formative- Rough drafts of informative paragraphs

Summative- Cold writing of informative paragraph

Benchmarks- Week 1 Sample Writing

Alternative- Placing informational sentences in order to reflect nonfiction structure

Language and Word Work mini-lessons include but are not limited to the following:

- Composing simple and compound sentences
- Recognizing and repairing fragments and run-ons
- Exploring verb tenses
- Recognizing and repairing errors in punctuation and capitalization
- Identifying and practice patterns- short vowel review; long a, e, i, o review (open-syllables)

Resources/Materials

My World Social Studies: New Jersey textbook (Pearson): Civics Handbook pp. NJ26 - NJ31

ReadWorks passages: “American Government- The Branches of Government,” “American Government- The Branches of Government: A Closer Look,” “Who Are the Citizens of the United States?”

“United States Government”: Article a Day Set

Interdisciplinary Connections SOCIAL STUDIES

6.1.4.A.4 - Explain how the United States government is organized and how the United States Constitution defines and checks the power of government.

6.1.4.A.5 - Distinguish the roles and responsibilities of the three branches of the national government.

Students will read articles and passages explaining the 3 branches of government and write a brief summary of each branch that includes a topic sentence and supporting details.

Modifications/Differentiation Strategies

SPED/504: In lieu of paragraph summary, students may create a map/graph explaining the main functions of the branches of government.

ELL: Develop vocabulary through creation of a picture dictionary with simple word/phrase descriptions. Provide cognates and sentence starters.

Gifted & Talented: Students may research/summarize current items on the Congressional agenda and discuss them with the class.

At Risk: Students may select 1 branch of government to summarize (see above).

Diversity/Inclusion: Discuss how the Federal Government enacts laws to address inequality in our nation, identifying prejudices toward diverse groups. Use an example of an equal rights law to demonstrate the role of government and its responsibility towards all (for example, IDEA).

Unit 2

Exploring Traditional Literature

Technology Standards:

8.1.5.A.3 - Use a graphic organizer to organize information about a problem or issue.

Career Ready Practices/21st Century

CRP6: Demonstrate creativity and innovation.

NJSLS

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).

RF.4.3A - Know and apply grade-level phonics and word analysis skills in decoding and encoding 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.

SL.4.1A-D - 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. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussion 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.

SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.4.5 - Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

W.4.3. A-E

Write narratives to develop real or imagined experiences or events using narrative 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 responses 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 narrated experiences or events.

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.4.9A - Draw evidence from literary or informational texts to support analysis, reflection, and research.

- A. 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].").
- B. 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.").

L.4.2 B - Use commas and quotation marks to mark direct speech and quotations from a text.

L.4.3A - Choose words and phrases to convey ideas precisely.

L.4.3B - Choose punctuation for effect.

L.4.5C- Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)/

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 topics (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

Essential Questions

Why do classic stories stand the test of time?

How do authors capture the readers' imaginations?

How do readers identify the theme of a story?

Learning Goals (Concepts and Skills)

By analyzing story elements, the students will identify both theme and author's purpose.

Through visualization, the students will bring the author's words to life, enhancing comprehension.

Through the use of descriptive language and dialogue students will add interest to their writing.

Tasks/Activities

Establish regular routines of Word Work, Strategy & Skills Instruction through Think & Read Alouds, Shared Reading, & Small Group/ Guided Reading.

Reading mini-lessons include but are not limited to the following:

- Identifying the elements of fairytales, folktales, and drama
- Connecting elements of the genre - plot and theme
- Visualizing
- Analyzing characters
- Using context clues to give meaning to unfamiliar words
- Recognizing morals and life lessons

Foundational Reading mini-lessons include but are not limited to the following:

- Identifying ways to decode unfamiliar or multisyllabic words
- Breaking words by affixes and roots

Imaginative Writing mini-lessons include but are not limited to the following:

Evidence of Learning (Assessments)

Reading:

Formative- Comprehension and Fluency: The Cyber Bully

Summative- Point of View Assessment

Alternative- *What words in the story help you visualize the setting and the main characters?*

Writing:

Formative- Imaginative Writing first draft

Summative- Imaginative Writing final draft

- Developing voice in writing
- Maintaining consistency of ideas/topic
- Elaborating on a topic
- Providing Show-Not-Tell
- Using dialogue to reveal the character's personality
- Adding a scene/ or dialogue to a selection

Speaking and Listening mini-lessons include but are not limited to the following:

- Sharing ideas through discussions
- Clarifying one's ideas
- Elaborating upon one another's contributions
- Paraphrasing passages from written selections

Language and Word Work mini-lessons include but are not limited to the following:

- Examining new vocabulary through synonyms and antonyms
- Punctuating dialogue
- Selecting precise words
- Using punctuation for effect
- Identifying and practicing word patterns

Resources/Materials:

Wonders Practice Book Assessments (pp.13-15 and p.12) (103-5)

Wonders - Unit 1 (Week 1), Unit 2 (Weeks 1 and 2)

Lon Po Po by Ed Young

Mufaro's Daughters by John Steptoe

Video versions of *Rumpelstiltskin*; *The Princess and the Pea*; *Snow White*; *Cinderella*; *The Frog Prince*

Interdisciplinary Connections: COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION

2.1.4.E.3 Determine ways to cope with rejection, loss, and separation.

In any of these traditional tales, characters deal with negative circumstances that affect their well-being. Discuss alternatives that may help these characters reach a positive state of being. Connect to real world experiences.

Modifications/Differentiation Strategies:

SPED/504: Provide a story map to help students identify key elements in the tales.

ELL: Provide students with video versions of traditional tales. Encourage students to share tales from their own cultures.

Gifted & Talented: Students may write a modern version of one of the tales presented in this unit.

At Risk: Provide focus questions to help students monitor their comprehension while reading.

Diversity/Inclusion: Discuss universal themes and how they appear in the tales from every culture. Cite *Lon PoPo* and *Mufaro's Daughters*. Discuss reasons.

Unit 3

Connecting to Realistic Fiction

Technology Standards:

8.1.5.A.3 - Use a graphic organizer to organize information about a problem or issue.

Career Ready Practices/21st Century:

CRP7: Utilize critical thinking to make sense of problems and persevere in solving them.

NJSLS

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).

RF.4.4A-C - 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.

SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.4.3 - Identify the reasons and evidence a speaker provides to support particular points.

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

- A. Introduce a topic clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- B. Provide reasons that are supported by facts from texts and/or other sources.
- C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- D. Provide a conclusion related to the opinion presented.

L.4.1D - Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

L.4.3B - Choose punctuation for effect.

L.4.5A - Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

Essential Questions:

How do readers use story elements to better understand a story?

How do readers use context clues and personal connections to make inferences?

How does the reader identify point of view?

How important is gathering information when forming an opinion?

Why is organization key to writing an opinion piece?

Learning Goals (Concepts and Skills):

By identifying story elements and analyzing characters, students will recognize common themes in realistic fiction.

Through making inferences, students will recognize the author's and characters' points of view.

When formulating opinions, students will gather information and think about the evidence that supports their ideas.

Tasks/Activities:

Establish regular routines of Word Work, Strategy & Skills Instruction through Think & Read Alouds, Shared Reading, & Small Group/ Guided Reading.

Reading mini-lessons include but are not limited to the following:

- Identifying story elements
- Inferring character traits and motives
- Comparing and contrasting characters
- Recognizing points of view
- Determining themes
- Using context to define unfamiliar words

Foundational Reading mini-lessons include but are not limited to the following:

- Identifying ways to decode unfamiliar or multisyllabic words
- Chunking large word into s

Opinion Writing mini-lessons include but are not limited to the following:

- Formulating a claim
- Gathering information to support claim
- Note-taking
- Composing an opinion piece
- Selecting strong verbs and precise words for effect

Evidence of Learning (Assessments):

Reading: -

Formative- Compare/Contrast Characters

Summative- Comprehension Open Ended Response

Alternative- Student notations

Writing:

Formative- Making a claim with support

Summative- Personal letter in response to novel

- Crafting a personal letter
- Identifying parts of a letter

Speaking and Listening *mini-lessons include but are not limited to the following:*

- Paraphrasing key events
- Elaborating upon one another's responses
- Expressing one's point of view with support from a text

Language and Word Work *mini-lessons include but are not limited to the following:*

- Recognizing similes and metaphors
- Making meaning through similes and metaphors
- Using commas in direct address and parts of a letter
- Examining the order of adjectives
- Using punctuation for effect
- Identifying and practicing word patterns

Resources/Materials:

The Hundred Dresses by Eleanor Estes
Each Kindness by Jacqueline Woodson
 Venn Diagrams

Interdisciplinary Connections: COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION

2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community. Define and discuss respect and empathy. How did a lack of empathy cause distress to Wanda (*The Hundred Dresses*).

Modifications/Differentiation Strategies:

SPED/504: Provide focus questions prior to each chapter to help students monitor their comprehension.

ELL: Provide a short oral summary of each chapter prior to reading to help students make meaning.

Gifted & Talented: Create a short skit enacting a student selected scene from the novel.

At Risk: Create a character web, identifying traits with evidence from the story.

Diversity/Inclusion: What defines us? Is it wealth, social class, intelligence, etc.? Use instances from the novel to initiate discussion.

Unit 4

Understanding the Structure of Informational Text: Short Research

Technology Standards:

8.1.5.A.2 - Format a document using a word processing application to enhance text and include graphics, symbols, and/or pictures.

Career Ready Practices/21st Century

CRP7: Employ valid and reliable research strategies.

NJSLS

RI.4.1 - Refer to details and examples in a text and make relevant connections 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.4.7 - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, 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 and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RI.4.10 -

RF.4.3 A - 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.

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. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussion 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.

SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.4.3 - Identify the reasons and evidence a speaker provides to support particular points.

W.4.2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- 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.
- B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections 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.
- E. Provide a conclusion related to the information or explanation presented.

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.4.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.

L.4.1.E - Form and use prepositional phrases.

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

L.4.4.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.

Essential Questions

How do text features help us understand informational text?

How does questioning help us focus while reading?

How do readers use information to support answers to questions?

Learning Goals (Concepts and Skills)

By using text features to navigate through informational text, readers can determine the importance of information.

<p><i>How do writers use evidence to support their ideas?</i></p>	<p>By asking themselves questions as they read, students can monitor their own comprehension.</p> <p>Through note-taking, students can highlight important information during research to accurately cite information.</p>
<p><u>Tasks/Activities</u> Establish regular routines of Word Work, Strategy & Skills Instruction through Think & Read Alouds, Shared Reading, & Small Group/ Guided Reading.</p> <p><u>Reading mini-lessons</u> include but are not limited to the following:</p> <ul style="list-style-type: none"> ● Questioning ● Using text features to identify important information ● Identifying main ideas ● Recognizing problem/ solution ● Annotating texts ● Defining unfamiliar terminology using the glossary, context clues, and reference books ● Synthesizing information <p><u>Foundational Reading mini-lessons</u> include but are not limited to the following:</p> <ul style="list-style-type: none"> ● Using context clues to approximate meanings of unfamiliar words ● Rereading to phrases and passages when comprehension breaks down <p><u>Writing a Report mini-lessons</u> include but are not limited to the following:</p> <ul style="list-style-type: none"> ● Selecting topic ● Distinguishing between reliable and unreliable sources ● Gathering information from reliable sources ● Taking notes ● Developing a claim ● Organizing information ● Drafting to include a thesis statement, support, and conclusion ● Revising and editing <p><u>Speaking and Listening mini-lessons</u> include but are not limited to the following:</p>	<p><u>Evidence of Learning (Assessments)</u></p> <p><u>Reading:</u> Formative- Class discussions Summative- Nonfiction Comprehension Assessment “The Birds”</p> <p><u>Writing:</u> Formative - Notes; rough drafts Summative - Conservation Report</p>

- Listening for information during a live/recorded presentation
- Paraphrasing information
- Developing questions to enhance understanding
- Interacting in class discussions by asking questions, responding to others and elaborating upon one another's ideas

Language and Word Work mini-lessons include but are not limited to the following:

- Composing compound and complex sentences
- Forming prepositional phrases for sentence fluency
- Defining new terminology using reference materials
- Identifying and practicing word patterns

Resources/Materials:

Wonders Reading/Writing Workshop Book - Amazing Animals (Unit 2)

Wonders Articles - "The Buffalos Are Back," "Spiders," "How Are All Living Things Connected?"

"Cool Facts About Animals" Podcast

Wonders Practice Book Assessment pp. 83-85

Interdisciplinary Connections: SCIENCE

ESS2.E: Bio-geology Living things affect the physical characteristics of their regions.

As students read the various articles about "Amazing Animals," connect the subject to its habitat. Discuss how they are interrelated.

Modifications/Differentiation Strategies:

SPED/504: Copy articles pertinent to research and allow students to highlight important information. Classify information highlighted through annotated subheadings in the margins.

ELL: Provide illustrated texts to support terminology and understanding of text. In addition, students may use approved resources in their native language.

Gifted & Talented: Students may investigate organizations that target specific endangered species and report their efforts.

At Risk: Brainstorm areas for research, identifying topics and subtopics to help students narrow their focus.

Diversity/Inclusion: Conservation is a topic that affects every living organism on Earth regardless of race, creed, sexual orientation, or disability and should be the responsibility of all who live on this planet.

Unit 5

Presenting Research: The Conservation Celebration

Technology Standards:

8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks.

Career Ready Practices/21st Century:

CRP5: Consider the environmental, social, and economic impacts of decisions.

NJSLS

RI.4.1 - Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from a text.

RI.4.5 - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

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

RF.4.3 A - 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.

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.

W.4.4 - Produce clear and coherent writing in which the development and organization are appropriate and 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 setting.

W.4.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

W.4.9B - Apply *grade 4 Reading standards* to information texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

W.4.10 - Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.4.1A - Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).

L.4.1D - Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

Essential Questions:

How is delivering a presentation different from its written report?

How do visuals enhance presentations?

How important is research when making a claim?

Learning Goals (Concepts and Skills):

Students conduct independent research to Students gather information from multiple sources to make a claim and support it with fact.

	Through individual presentations, students develop speaking skills to convey their research with clarity.
<p><u>Tasks/Activities:</u> Establish regular routines of Word Work, Strategy & Skills Instruction through Think & Read Alouds, Shared Reading, & Small Group/ Guided Reading.</p> <p><u>Reading mini-lessons</u> include but are not limited to the following:</p> <ul style="list-style-type: none"> ● Determining Importance of Information ● Identifying cause/ effect, problem solution ● Distinguishing between what is evidence and what is interesting ● Questioning to maintain focus ● Drawing conclusions ● Synthesizing information <p><u>Foundational Reading mini-lessons</u> include but are not limited to the following:</p> <ul style="list-style-type: none"> ● Using familiar word parts to help decode unfamiliar words ● Checking for word meaning in context ● Asking does it make sense? <p><u>Informational Report mini-lessons</u> include but are not limited to the following:</p> <ul style="list-style-type: none"> ● Preparing visuals to enhance presentations ● Writing a report vs. writing for a slideshow ● Paraphrasing information ● Organizing information ● Selecting visuals to enhance information/ claims ● Providing support for claims made ● Developing effective leads and conclusions <p><u>Speaking and Listening mini-lessons</u> include but are not limited to the following:</p> <ul style="list-style-type: none"> ● Focusing on what a speaker says during a live presentation ● Formulating questions to enhance or clarify understanding ● Using respectful discussion etiquette 	<p><u>Evidence of Learning (Assessments):</u></p> <p><u>Reading:</u> Formative- Problem/Solution Quiz Summative- Endangered Animal Report (to include report, diorama, slideshow, oral presentation) Alternative- Abbreviated assignment</p> <p><u>Writing:</u> Formative- Draft Summative- Informational Report</p>

<ul style="list-style-type: none"> • Employing public speaking strategies, such as making eye contact, modulating one's voice, speaking at an appropriate pace, using gestures as needed, etc. <p><i><u>Language and Word Work mini-lessons include but are not limited to the following:</u></i></p> <ul style="list-style-type: none"> • Using relative pronouns appropriately • Ordering adjectives for emphasis • Providing sentence variety to add interest • Using subject specific terminology appropriately 	
<p>Resources/Materials: Media (slideshows, video, photos; written reports); diorama models Rubrics, checklists, notes</p>	
<p>Interdisciplinary Connections: SCIENCE ESS2.E: Bio-geology Living things affect the physical characteristics of their regions. (4- ESS2-1)</p> <p>Students address the fragile relationship between the animal kingdom and the Earth's ecosystems. They investigate how human behavior impacts natural environments in negative ways and try to find solutions to these effects through written reports and visual displays.</p>	
<p>Modifications/Differentiation Strategies: SPED/504: Provide checklists with conference dates to monitor progress of written reports and visual supports. ELL: Connect conservation awareness to efforts in their native countries. Modify components of the report to address language deficits. Gifted & Talented: Develop a campaign to bring conservation awareness to others in the school and/or community. At Risk: Provide extra time to rehearse presentations with teacher guidance. Diversity/Inclusion: Discuss the treatment of animals and regard for nature in different cultures. Emphasize human needs vs. conservation awareness.</p>	

<p>Unit 6 Synthesizing Information Through Biographies</p>
<p>Technology Standards: 8.1.5.A.3 - Use a graphic organizer to organize information about a problem or issue.</p>
<p>Career Ready Practices/21st Century CRP11: Use technology to enhance productivity.</p>
<p>NJSLS</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.

RL.4.2 - Determine the 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.4.9 - Compare, contrast, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge about a genre (e.g., mysteries and adventure stories) and their approaches to similar themes and topics.

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, problem/solution) of events, idea, concepts, or information in a text or part of a text.

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

RF.4.4A - Read grade-level text with purpose and understanding.

SL.4.1A - Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.4.4 - Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

W.4.7 - Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8 - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of resources.

L.4.1.C - Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.

L.4.4B - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).

Essential Questions

What traits make an individual notable?

How does sequence impact one's understanding of biography?

How do we determine the importance of information when writing a summary?

Learning Goals (Concepts and Skills)

Through analyzing what a person says, does, and thinks, a reader can infer personality traits.

Students will be able to monitor their understanding of the text through mapping the elements of a biography.

Students will identify key elements of the text, including main ideas and key details, to write a summary.

<p><u>Tasks/Activities</u> Establish regular routines of Word Work, Strategy & Skills Instruction through Think & Read Alouds, Shared Reading, & Small Group/ Guided Reading.</p> <p><u>Reading mini-lessons</u> <i>include but are not limited to the following:</i></p> <ul style="list-style-type: none"> • Activating prior knowledge of setting • Identifying the elements of a biography • Recognizing the sequence events as a way to monitor comprehension • Defining the word chronology • Distinguishing between interesting facts and key facts • Identifying cause/ effect • Recognizing the author’s point of view through word choice • Summarizing <p><u>Foundational Reading mini-lessons</u> <i>include but are not limited to the following:</i></p> <ul style="list-style-type: none"> • Developing focus questions to guide reading • Using text features to support understanding <p><u>Writing: Summary mini-lessons</u> <i>include but are not limited to the following:</i></p> <ul style="list-style-type: none"> • Identifying a topic • Gathering information • Determining importance of information • Organizing information in a logical sequence • Crafting a lead • Selecting precise words that describe the character and his actions accurately • Including a conclusion • Adhering to the stages of the writing process <p><u>Speaking and Listening mini-lessons</u> <i>include but are not limited to the following:</i></p> <ul style="list-style-type: none"> • Retelling portions of a text in one’s own words with clarity and detail • Drawing upon prior knowledge of the topic to make connections 	<p><u>Evidence of Learning (Assessments)</u></p> <p><u>Reading:</u> Benchmark - MAP TESTING Formative - Class discussion Summative-Wonders Practice Book- Author’s Point of View P.122 “A Child’s Fight for Rights” pp.123-5 Alternative - Highlight cause/effect on a designated article</p> <p><u>Writing:</u> Formative - Guided summary Summative- Summary (See “Father of Surfing”)</p>
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<p><u>Language and Word Work mini-lessons</u> include but are not limited to the following:</p> <ul style="list-style-type: none"> • Using auxiliary verbs (can, may, must) to show a desire or want • Making meaning through the understanding of Latin/ Greek roots • Using transitional words and conjunctions to form compound and complex sentences for sentence fluency 	
<p><u>Resources/Materials:</u> <i>Phoebe The Spy</i> by Judith Berry Griffin; Articles/books about Harriet Tubman, the Underground Railroad, & the Civil Rights Movement; “Father of Surfing” article from ReadWorks Rubrics, checklists, graphic organizers</p>	
<p><u>Interdisciplinary Connections: SOCIAL STUDIES</u> 6.1.4.A.3 Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of the United States government. Discuss the limitations of women and African Americans during the 1700s and 1800s as conveyed in the biographies shared. What steps have been taken over time to promote “fairness” and “equality”?</p>	
<p><u>Modifications/Differentiation Strategies:</u> SPED/504: Provide students with timelines from which to mark key events in the lives of Phoebe and Harriet. Check frequently for major events vs. interesting occurrences. ELL: Provide ELLs with oral chapter summaries prior to reading. Discuss vocabulary specific to the American Revolution and civil rights issues. Encourage students to log questions to be addressed in small group instruction. Gifted & Talented: Write a personal letter as Phoebe to Harriet Tubman. What advice would she give to the Moses of the South? At Risk: Provide focus questions prior to each chapter. Encourage students to predict what will happen, then confirm or repair as appropriate. Diversity/Inclusion: Discuss the limitations of the women and African Americans in the 1770s and in the 1860s. How much change took place? Now?</p>	

<p><u>Unit 7</u> Integrating Information</p>
<p><u>Technology Standards:</u> 8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks.</p>
<p><u>Career Ready Practices/21st Century:</u> CRP4: Communicate clearly and effectively and with reason.</p>
<p>NJSLS RI.4.1 - Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>

RI.4.5 - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

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

RF.4.3A - 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.

SL.4.2 - Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.4.3 - Identify the reasons and evidence a speaker provides to support particular points.

W.4.4 - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.9B - Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

L.4.1G - Correctly use frequently-confused words (e.g., *to, too, two; there, their*).

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

Essential Questions:

How does research help us form opinions?

How do we respond to questions in a clear and concise manner?

How does learning about our government help us to become better citizens?

Learning Goals (Concepts and Skills):

Students will draw conclusions about a subject by synthesizing information from multiple sources.

Students will organize their thoughts to produce a clear, concise response to open-ended questions.

Students will reread text to identify key information efficiently and with accuracy.

Tasks/Activities:

Establish regular routines of Word Work, Strategy & Skills Instruction through Think & Read Alouds, Shared Reading, & Small Group/ Guided Reading.

Reading mini-lessons include but are not limited to the following:

Determining importance of information

- Drawing conclusions
- Citing text evidence to support claims/responses

Evidence of Learning (Assessments):**Reading:**

Formative- Open-ended questions (citing text evidence in Wonders, Unit 4)

Summative- Synthesizing information (gathered from paired texts)

Alternative- PARCC RST released assessments

Writing:

Formative- Guided On-demand writing (Response to information from paired sources)

Summative- On-demand writing (Response to information from paired sources)

- Recognizing the structure of the text (cause/effect; chronology; problem/solution)
- Rereading to make meaning or to locate key information
- Navigating text to find specific information using text features

Foundational Reading mini-lessons include but are not limited to the following:

- Decoding unfamiliar words through chunking syllables
- Using knowledge of affixes and root words to make meaning of unfamiliar words
- Consulting glossary and reference materials to make meaning of unfamiliar terms

Informational Writing mini-lessons include but are not limited to the following:

- Constructing a written response to an open-ended question
- Identifying information in the text
- Making a statement/claim
- Providing reasons for the claim/statement
- Citing information from the texts
- Providing a concluding sentence

Speaking and Listening mini-lessons include but are not limited to the following:

- Gathering information from audio presentations
- Determining relevance and reliability of sources
- Paraphrasing information from various sources
- Integrating information from various sources

Language and Word Work mini-lessons include but are not limited to the following:

- Attending to frequently misused words like to, too, and two; there and their; its and it's
- Attending to comma placement in compound and complex sentences
- Attending to the apostrophe in singular and plural nouns

Resources/Materials: Wonders, Unit 4, Week 2 "Bringing Government Home," "LaRue for Mayor"

Pearson My World Social Studies Text, Civics handbook
Grade 4 PARCC RST released assessments
Writing frameworks, such as RATE

Interdisciplinary Connections: SOCIAL STUDIES

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.

Students read multiple articles about civics and how laws affect our daily lives. They discuss what life would be like without them.

Modifications/Differentiation Strategies:

SPED/504: Print articles with large margins for annotating texts. Encourage students to write key words or symbols in the margins to identify important information.

ELL: Provide students with graphics and a well-defined glossary of terms that pertain to the aspects of government attached to this unit.

Gifted & Talented: Create a survey to identify school/class rules. Post results and discuss what makes a good rule.

At Risk: Provide a checklist that outlines the components of a well-crafted response to open-ended questions.

Diversity/Inclusion: Discuss how communities provide safeguards that protect residents from harm. What should be considered when drafting a law?

Unit 8

Interpreting Poetry

Technology Standards:

8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks.

Career Ready Practices/21st Century

CRP4: Communicate clearly and effectively and with reason.

NJSLS

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

RL.4.4-Determine the meaning of words and phrases as they are used in a text.

RL.4.5 - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

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.

RF.4 - Read with sufficient accuracy and fluency to support comprehension.

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.

SL.4.1C - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

SL.4.1D - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

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 setting.

W.4.10 - Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single setting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L.4.1B - Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.

L.4.5A - Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

Essential Questions

Why do people write poetry to express themselves?

How do poets convey meaning?

How important is creating a mood to poetry?

Learning Goals (Concepts and Skills)

Students will be able to read poems aloud with expression.

Students will work cooperatively to annotate poems for analysis and interpretation.

Students will identify and understand poetic structures and terms.

Students will express themselves by writing their own poetry.

Tasks/Activities

Establish regular routines of Word Work, Strategy & Skills Instruction through Think & Read Alouds, Shared Reading, & Small Group/ Guided Reading.

Reading mini-lessons include but are not limited to the following:

Evidence of Learning (Assessments)

Reading:

Formative- Determine the themes in 2 poems.

Summative- Compare texts: read two poems and explain how each author describes triumph.

- Defining the genre of poetry
- Recognizing its features (stanza, line breaks, rhythm, rhyme, free verse, loose use of conventions, etc.)
- Identifying figurative language and interpreting meaning (metaphor, simile, personification, alliteration, etc.)
- Determining theme and/or central meaning
- Recognizing the mood of a poem

Foundational Reading mini-lessons include but are not limited to the following:

- Reading with accuracy and expression
- Using commas and end punctuation as a guide to fluency
- Adjusting one's reading rate to enhance the meaning of a poem

Poetry Writing mini-lessons include but are not limited to the following:

- Developing voice in writing
- Using descriptive and figurative language
- Recognizing the power of precise verbs
- Providing Show-Not-Tell
- Determining a structure to enhance meaning/reading
- Deciding to write in free verse or rhyme

Speaking and Listening mini-lessons include but are not limited to the following:

- Sharing ideas through discussions
- Clarifying one's ideas
- Elaborating upon one another's contributions
- Illustrating written work to enhance meaning
- Presenting written work expressively

Language and Word Work mini-lessons include but are not limited to the following:

- Identifying and using progressive verb form appropriately
- Using commas and end punctuation for effect
- Recognizing the nuances of words in creating mood

Alternative- Listen to poems from Wonders Reading Writing Workshop book and identify features of poems.

Writing:

Formative- Write short poems on demand using figurative language.

Summative- Create a Poetry Notebook with a collection of original poetry.

Resources/Materials:

Grade 4 Poetry Unit Resource Packet
Wonders Unit 4, week 5; Unit 6, Week 5

Interdisciplinary Connections: COMPREHENSIVE HEALTH AND PHYSICAL EDUCATION

2.4.6.A.2 Analyze the characteristics of healthy friendships and other relationships.

Students may compose a poem about a friend and/or family member identifying their positive characteristics with figurative language.

Modifications/Differentiation Strategies:

SPED/504: When creating groups for cooperative activities, place students in smaller group settings (no more than 3).

ELL: Students may sketch before writing, receiving vocabulary support to convey meaning.

Gifted & Talented: Compose poetry for 2 voices, working in pairs to create 2 distinct voices.

At Risk: Set short term goals in writing. Encourage students to write in free verse.

Diversity/Inclusion: Read verses from a variety of cultures, including works by Greenfield, Hughes, Jackson, Rosetti, and Belloc. Compare and contrast. (See Poetry Unit Resource packet)

Unit 9**Historical Fiction Novel Study: Distinguishing Fact From Fiction****Technology Standards:**

8.1.5.A.3 - Use a graphic organizer to organize information about a problem or issue.

Career Ready Practices/21st Century:

CRP4: Communicate clearly and effectively and with reason.

NJSLS

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.4.4 - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.

RL.4.6 - Compare and contrast the point of view from which stories are narrated, including the difference between first- and third-person narrations.

RL.4.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

RF.4.4A - Read grade-level text with purpose and understanding.

SL.4.1A-D - 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. Explicitly draw on previously-read text or material 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.

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.

L.4.5A - Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.

L.4.3C - 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:

How do we determine fact from fiction?

Why do authors weave fictitious stories into historical events?

How can a character's point of view shape our own thinking?

Why is it important to organize information in a compare and contrast essay?

Learning Goals (Concepts and Skills):

Through a novel study, students will learn of the difficult choices Americans had to make in the Pre-Civil War Era.

Students will recognize the characters' points of view and determine the author's purpose for writing.

Students will be able to organize their thoughts in a compare and contrast essay with clarity.

Tasks/Activities:

Establish regular routines of Word Work, Strategy & Skills Instruction through Think & Read Alouds, Shared Reading, & Small Group/ Guided Reading.

Reading mini-lessons include but are not limited to the following:

- Identifying plot elements
- Connecting T-T, T- W
- Distinguishing between fact and fiction

Evidence of Learning (Assessments):

Reading:

Formative- Chapter focus question comprehension check

Summative-Project: Draw a wanted poster for a runaway slave; Add a chapter;

Draw a sketch of the homestead complete with escape route

Alternative- Venn diagram comparing 2 characters

Writing:

- Analyzing characters
- Determining the author's message and point of view

Foundational Reading mini-lessons include but are not limited to the following:

- Reading with purpose (to respond to a focus question)
- Using context to approximate meanings of unfamiliar words
- Chunking multisyllabic words for decoding

Compare and Contrast Essay Writing mini-lessons include but are not limited to the following:

- Identifying character's points of view
- Using a Venn diagram to show similarities and differences
- Grouping similarities into a cohesive paragraph
- Composing two contrasting paragraphs to reflect differences
- Crafting an introduction and a conclusion
- Adhering to the stages of the writing process

Speaking and Listening mini-lessons include but are not limited to the following:

- Comparing and contrasting books/characters in group discussions
- Posing questions to insure understanding of plot events and characterization
- Elaborating upon one another's thoughts

Language and Word Work mini-lessons include but are not limited to the following:

- Recognizing and defining idioms
- Distinguishing between formal and informal English
- Using formal and informal English as appropriate to the assignment

Formative- Write a personal letter based upon the central character's point of view.

Summative- Compare and contrast essay

Resources/Materials:

Freedom's Crossing by Goff; *Follow the Drinking Gourd* by Jeanette; *Sweet Clara and the Freedom Quilt* by Hopkinson; *Henry's Freedom Box* by Levine

Interdisciplinary Connections: SOCIAL STUDIES

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

Discuss the points of view of the various characters in Freedom's Crossing and the reasons for their opinions. Which opinions changed and why? Connect these ideas to today's issues.

Modifications/Differentiation Strategies:

SPED/504: Assign groups of students for shared reading of the above picture books. Direct students to select passages to read aloud to the class.

ELL: Provide students with the video version of the story prior to the reading of the book. Encourage students to pose questions when understanding breaks down.

Gifted & Talented: Ask the group of students to develop and read aloud a Reader's Theater script for one of the above picture books.

At Risk: Provide students with comprehension questions prior to reading to help students focus on story elements.

Diversity/Inclusion: Discuss how the decisions that one person makes can affect the lives of many. Discuss how father's decisions saved lives. Give example of current events where the decisions of the few support the lives of many.

Unit 10

Becoming Independent

Technology Standards:

8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks.

Career Ready Practices/21st Century

CRP4: Communicate clearly and effectively and with reason.

NJSLS

RI.4.1 - Refer to details and examples in a text and make relevant connections 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 a 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, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

RF.4.4A - Read grade-level text with purpose and understanding.

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

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.4.10 - Write routinely over extended time frames (time for research, reflection, metacognition/self-correction 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.4.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

L.4.5C - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Essential Questions

How do we determine what's important in a narrative structure?

How do I write a reflective piece?

Learning Goals (Concepts and Skills)

Students determine main ideas and identify key details in a narrative informational structure.

Students will draw upon the skills and strategies learned and reflect upon their usage in a reflective paragraph(s).

Students will write with voice and clarity to express themselves.

Tasks/Activities

Establish regular routines of Word Work, Strategy & Skills Instruction through Think & Read Alouds, Shared Reading, & Small Group/ Guided Reading.

Reading mini-lessons include but are not limited to the following:

- Recognizing text structures
- Identifying key details
- Determining the main idea
- Recalling comprehension strategies

Foundational Reading mini-lessons include but are not limited to the following:

- Recalling word solving strategies
- Approximating meaning through context
- Using reference materials to decode and/or define unfamiliar words
- Setting a purpose for reading

Letter Writing mini-lessons include but are not limited to the following:

Evidence of Learning (Assessments)

Reading:

Formative- Read and respond to a narrative nonfiction comprehension passage

Summative- Reflective letter

Benchmark - DRA2; MAP

Writing:

Formative- Note Taking

Summative- Letter Writing to Ben Franklin

- Identifying the parts of a personal letter
- Gathering information
- Organizing information into paragraphs
- Using voice to establish tone
- Checking writing for clarity of intended meaning
- Editing writing

Speaking and Listening mini-lessons include but are not limited to the following:

- Taking an active part in group discussion for reflection
- Adding upon one another's ideas in an appropriate manner
- Adjusting one's speech as appropriate in purpose

Language and Word Work mini-lessons include but are not limited to the following:

- Relating word to their opposites and synonyms when defining them
- Recognizing the nuances of word usage when selecting them for written pieces

Resources/Materials:

Wonders - Unit 5, Week 3; Unit 6, Week 3

Interdisciplinary Connections: SCIENCE

4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents. [Refer to science experiments regarding energy when reading the article about the early pioneers of electricity. Note how each furthered the work of those who came before them.]

Modifications/Differentiation Strategies:

SPED/504: Print articles with large margins for annotating texts. Encourage students to write key words or symbols in the margins to identify important information.

ELL: Pre-teach terminology that may be unfamiliar to the ELL. Provide a viewing of Ben Franklin's accomplishments in video to develop schema.

Gifted & Talented: Students may research further accomplishments of Ben Franklin and present them to students via slideshow or cartooning.

At Risk: Print articles with large margins for annotating texts. Encourage students to write key words or symbols in the margins to identify important information.

Diversity/Inclusion: Discuss the contributions of Cavendish and Galvani in this field. Read aloud the supplemental article and discuss how this scientific work was an international affair, with scientists building upon one another's discoveries. Draw parallels to current projects like the International Space station.