



SPRINGFIELD PUBLIC SCHOOLS
ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Springfield Public Schools Springfield, New Jersey 07081

English Language Arts Grade 4

Curriculum Guide

2024

This curriculum may be modified through varying materials, techniques, and strategies as per an individual student's IEP.

Springfield Board of Education
Approved July 29, 2024

Springfield Public Schools

Cultivating compassionate and extraordinary learners!

EXTRACT OF THE MINUTES OF A MEETING OF
THE BOARD OF EDUCATION OF
THE TOWNSHIP OF SPRINGFIELD
COUNTY OF UNION, NEW JERSEY
AS RECORDED IN THE OFFICIAL MINUTE BOOK

Resolution: 28

Introduced By: Mrs. Saha

Seconded By: Mrs. Turnbull

Adopted: July 29, 2024

Curriculum Adoption

To approve the following curriculum and courses for the 2024-2025 school year:

a. ELA Courses - Revised to reflect the updated NJSL-ELA standards

- Grades Kindergarten-5 English Language Arts
- Grades 6-8 Communication Arts
- English I
- English II
- English III
- English IV
- DCA Freshman English
- AP English 3 Language and Composition
- AP English 4 Literature and Composition
- Senior Seminar

b. Middle School ELA Elective Courses

- Drama I and II
- Creative Writing
- Journalism-Grade 7

c. High School ELA Elective Courses

- Creative Writing and Poetry
- Drama I
- Film as Literature
- Journalism - High School
- Yearbook
- Tomorrow's Teachers

d. ESL (K-12)

- Elementary ESL
- Middle/High School ESL

e. Middle and High School World Language Curriculum

- French 1
- French 2
- French 3
- French 4
- Spanish 1
- Spanish 2
- Spanish 3
- Spanish 4

f. Florence M Gaudineer Program of Studies

Michelle Calas, School Business Administrator/Board Secretary

(continued)

I, Michelle Calas, School Business Administrator/ Board Secretary of the Springfield Board of Education, hereby certify that the extract from the minutes of a meeting of the Board of Education duly called and held on July 29, 2024 has been compared by me with the original minute book of said Board of Education, and is a true, complete and exact copy thereof, as far as the same relates to the subject matter to on said extract.

In WITNESS THEREOF, I have hereunto set my hand and seal of the Springfield Board of Education, this 30th day of July 2024.

SEAL

A handwritten signature in black ink, appearing to read 'Michelle Calas', is written over a horizontal line.

Michelle Calas
School Business Administrator/ Board Secretary



SPRINGFIELD PUBLIC SCHOOLS
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**Springfield Public Schools
Springfield, New Jersey**

**Rachel Goldberg
Superintendent of Schools**

**Erica Scudero
Assistant Superintendent**

**Tim Kielty
Principal**

**Dave Rennie
Principal**

**Candice Schiano
Supervisor of Humanities**

Curriculum Developed By:

Jeneva Fiamingo

Kelly Correia



Content Area:	English	Grade Level:	4	Unit Title:	<i>Networks-Unit 1</i>
Unit Summary: Students will determine how a place affects how we live, know about the different types of narrative nonfiction and understand their elements, and use elements of narrative nonfiction to write a personal narrative.					
Primary Interdisciplinary Connections: Social Studies and Geography					
<u>21st Century Themes</u> ☐ Creativity and Innovation X Critical Thinking and Problem Solving ☐ ICT Literacy					
☐ Information Literacy ☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Students will determine how a place affects how we live, know about the different types of narrative nonfiction, informational texts, and biographies.				
Career Readiness (Standard 9):					
9.2.5.CAP.1 Evaluate personal likes and dislikes and identify suitable careers					

Standards:	NJSLs: Reading, Writing, Speaking and Listening, Language, Technology, & World Language				
Content Statements:	Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas				
CPI#:	Cumulative Progress Indicator (CPI):				
RL.CR.4.1	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.				
RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.				
RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.				
RI.MF.4.6	Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.				
L.RF.4.3	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.				



L.RF.4.4.a	Read grade-level text with purpose and understanding.
L.RF.4.4.b	Read grade-level text orally with accuracy, appropriate rate, and expression.
W.WP.4.4.a	Identify audience, purpose, and intended length of composition before writing.
W.NW.4.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
L.WF.4.2	Demonstrate command of the conventions of encoding and spelling.
L.WF.4.2.a	Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds

Unit Essential Questions:

- How can a place affect how we live?
- How can visiting new places expand our understanding of our place in the world?
- What can living in outer space enrich our lives?
- In what ways can a place enrich our lives?
- What are the advantages of living in different places?
- How can people influence the places where they live?

Unit Enduring Understandings:

- Students can learn more about narrative nonfiction by analyzing the author's purpose in an autobiography and analyzing how an author supports ideas with details.
- Students can learn more about the theme Networks by analyzing the text structure of a magazine article and an informational text.
- Students can learn more about narrative nonfiction by analyzing text structure in a biography.

Unit Learning Targets:

Students will....

Reading Comprehension Skills:

- Sequence to summarize



- Explain author's purpose
- Analyze main idea and detail
- Analyze text structure
- Analyze text features
- Suffixes/though word parts

Grammar:

- Compound subject and predicates
- Complex sentences

Writing:

- Develop personal narratives
- Use time-order words to show the steps of a process
- Planning revising and editing
- Paragraphing
- Compose with sensory detail

Word Study:

- Spell words with Vce, Vowel teams and digraphs.
- Suffixes: -ed, -ing, -s, -est, -ity, -ty, -ic, -ment
- Prefixes: mis-, en-, em-
- Spell words with: long a, long o, long e, long i, and long u

Book Club:

Life in the West



Summative Assessment:	Unit 1 Assessment, Project Based Inquiry: Make it a Landmark!, Personal Narrative
Equipment Needed:	myView Student Interactive Text, SavvasRealize.com Digital Resources, Student iPads, Projector
Teacher Resources:	myView Unit 1 materials - Teacher's Edition, Reading Routines Companion, myFocus Intervention, SavvasRealize.com Digital Resources

Formative Assessments:

- Weekly Spelling Tests
- Exit Tickets
- Monitor Progress Notes
- Conferences On the Go
- Weekly Progress Check-Ups
- Cold Reads for Fluency and Comprehension
- Weekly Selection Quizzes
- Weekly Standards Practice
- myView pages



Lesson	Time Frame
Lesson 1 Author's Purpose	2-3 periods
Lesson 2 Main Idea	2-3 periods
Lesson 3 Graphic Sources	2-3 periods
Teacher Notes: Use the following resources to guide lessons and inform instruction: myView Teacher's Edition, myView Reading Routines Companion, myFocus Intervention, myFocus Reader, myView Assessment Guided, Multilingual Learners: Awareness Handbook, Digital Resources on Savvasrealize.com, Trade Books, myView Readers, myView Foldable Decodable Readers, myView Anchor Charts, and MyView Skills Practice Book.	
Curriculum Development Resources/Technology Resources: Click the links below to access additional resources used to design this unit: www.savvasrealize.com www.brainpopjr.com https://login.i-ready.com/ www.ixl.com https://www.readinga-z.com/	



Lesson Plan 1 Template

Content Area: ELA Lesson Title: Author's Purpose Time Frame: 2-3 periods

Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social Studies, Science

Integration of Technology: SavvasRealize.com Digital Resources, student iPads, and projector

Equipment Needed: myView Teacher's Edition, myView Student Interactive Text, Reading Routines Companion, myFocus Intervention, myView Readers, myView Assessment Guide, student iPads, and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize characteristics and structures of informational text. - Generate questions about text before, during, and after reading to deepen understanding and gain information. - Use text evidence to support an appropriate response. - Discuss specific ideas in the text that are important to the meaning. - Explain author's purpose and message within a text.	Lesson Sequence - Discuss the characteristics of structures in informational text. - Model Think Aloud strategies related to genre and the author's purpose using "Sally Ride." - Complete a First Read of "Reaching for the Moon." Pause to discuss the First Read notes with students. - Complete a second Close Read of the story and have students underline details that help them understand the author's purpose. - Analyze print and graphic features. Discuss how the	- Daily Formative Assessment - Student Interactive pages - Daily Exit Tickets - Exit Ticket on SavvasRealize.com - Cold Reads for Fluency and Comprehension - Weekly Standards Practice



illustration connects to
the text.

Differentiation:

Skill Groups - Intervention Group, Challenge Group, and Independent Activity Options

- Identify Narrative Nonfiction; Foundational Skills Review and Reinforce - Teacher's Edition T24-27
- Develop Vocabulary - Teacher's Edition T78-79
- Explain Author's Purpose - Teacher's Edition T56-57
- Use Text Evidence - Teacher's Edition T64-65
- Compare Texts - Teacher's Edition T70-71

Resources Provided:

- SavvasRealize.com Digital Resources
- myView Student Interactive Text
- myFocus Reader
- IXL
- i-Ready My Path



Lesson Plan 2 Template

Content Area: ELA	Lesson Title: Main Idea	Time Frame: 2-3 periods
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Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Social Studies, Science

Integration of Technology: SavvasRealize.com Digital Resources, student iPads, and projector

Equipment Needed: myView Teacher's Edition, myView Student Interactive Text, Reading Routines Companion, myFocus Intervention, myView Readers, myView Assessment Guide, student iPads, and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize characteristics and structures of informational text including the central idea with supporting evidence. - Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. - Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.	Lesson Sequence - Discuss the characteristics of biography, main idea, and supporting details. - Model Think Aloud strategies to determine the main idea using "Defying Gravity". - Complete a First Read of "Rare Treasure." Pause to discuss the First Read notes with students. - Complete a second Close Read of the story and have student underline details that help them identify the main idea. - Analyze word choice and plot structure.	- Daily Formative Assessment - Student Interactive pages - Daily Exit Tickets - Exit Ticket on SavvasRealize.com - Cold Reads for Fluency and Comprehension - Weekly Standards Practice



Differentiation:

Skill Groups - Intervention Group, Challenge Group, and Independent Activity Options

- Identify Biography; Foundational Skills Review and Reinforce - Teacher's Edition T86-89
- Develop Vocabulary - Teacher's Edition T108-109
- Analyze Main Idea and Details - Teacher's Edition T116-117
- Generate Questions - Teacher's Edition T124-125
- Compare Texts - Teacher's Edition T130-131

Resources Provided:

- SavvasRealize.com Digital Resources
- myView Student Interactive Text
- myFocus Reader
- IXL
- i-Ready My Path



Lesson Plan 3 Template

Content Area:	ELA	Lesson Title:	Graphic Sources	Time Frame:	2-3 periods
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Lesson Components

21st Century Themes

X Global Awareness **X** Financial, Economic, Business and Entrepreneurial Literacy
X Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation **X** Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Social Studies and Science

Integration of Technology: SavvasRealize.com Digital Resources, student iPads, and projector

Equipment Needed: myView Teacher's Edition, myView Student Interactive Text, Reading Routines Companion, myFocus Intervention, myView Readers, myView Assessment Guide, student iPads, and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize characteristics and structures of informational text, including compare and contrast. - Evaluate details to determine key ideas. - Explain how the author's use of text structure contributes to the author's purpose.	Lesson Sequence - Discuss the characteristics of informational text and graphic sources. - Model Think Aloud strategies to determine the genre and key details using "Exploring Mars". - Complete a First Read of "Twins in Space." Pause to discuss the First Read notes with students. - Complete a second Close Read of the story and have student underline details that help them identify the main idea.	- Daily Formative Assessment - Student Interactive pages - Daily Exit Tickets - Exit Ticket on SavvasRealize.com - Cold Reads for Fluency and Comprehension - Weekly Standards Practice



5. Analyze nonfiction text features.

Differentiation:

Skill Groups - Intervention Group, Challenge Group, and Independent Activity Options

- Identify Magazine Articles; Foundational Skills Review and Reinforce - Teacher's Edition T146-149
- Develop Vocabulary - Teacher's Edition T166-167
- Analyze Text Structure - Teacher's Edition T174-175
- Evaluate Details - Teacher's Edition T182-183
- Compare Texts - Teacher's Edition T188-189

Resources Provided:

- SavvasRealize.com Digital Resources
- myView Student Interactive Text
- myFocus Reader
- IXL
- i-Ready My Path



Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly**, **Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills		X	
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self-assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Content Area: ELA **Grade Level:** 4 **Unit Title:** Networks

Created: 2024 Grade 4 Team **Board Approved on:**



Content Area:	English	Grade Level:	4	Unit Title:	<i>Adaptations-Unit 2</i>
Unit Summary: Students will determine the different ways adaptations make a living organism unique, know about the different types of informational texts and their structures and features, and use the elements of informational text to write an article.					
Primary Interdisciplinary Connections: Science, Social Studies					
<u>21st Century Themes</u> X Creativity and Innovation X Critical Thinking and Problem Solving ☐ ICT Literacy					
X Information Literacy ☐ Life and Career Skills X Communication and Collaboration ☐ Media Literacy					
Unit Rationale:	Students will determine the different ways adaptations make a living organism unique through informational texts, fiction, and poetry.				
Career Readiness (Standard 9):					
9.4.2.CI.1: Demonstrate openness to new ideas and perspectives					
9.4.2.CT.3: Use a variety of types of thinking to solve problems					

Standards:	NJSLs: Reading, Writing, Speaking and Listening, Language, Technology, & World Language				
Content Statements:	Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas				
CPI#:	Cumulative Progress Indicator (CPI):				
RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.				
SL.PI.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.				
RI.TS.4.4	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.PP.4.5	Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.				
RI.AA.4.7	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.				



RI.CR.4.1	Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
RL.IT.4.3	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
RL.TS.4.4	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.CI.4.2	Summarize a literary text and interpret the author's theme citing key details from the text.
L.WF.4.3.e	Form and use possessive nouns and pronouns.
L.WF.4.3.h	Use apostrophes for possession.
L.KL.4.1.b	Choose words and phrases to convey ideas precisely.
L.KL.4.1.d	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
L.VL.4.2.b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.2.2	Recognize the skills needed to establish and achieve personal and educational goals
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
9.4.5.CT.4	Describe how digital tools and technology may be used to solve problems.

Unit Essential Questions:

- How do living things adapt to the world around them?
- What different purposes do animal adaptations serve?



- How do adaptations help animals survive?
- What challenges do animals face in their environments?
- In what ways do living things depend on each other?
- How do adaptations make animals unique?

Unit Enduring Understandings:

- Students can learn more about main ideas and details in informational text.
- Students can learn about informational text by analyzing cause-and-effect text structures.
- Students can learn more about fiction by analyzing the significance of plot and setting.
- Students can learn more about poetry and read a text that helps me analyze structure, rhythm, rhyme, and meter.
- Students can learn more about informational text by integrating information from multiple sources.

Unit Learning Targets:

Students will....

Reading Comprehension Skills:

- Analyze main idea and detail
- Analyze text structure
- Analyze plot and setting
- Explain poetic language and elements

Grammar:

- Compound sentences
- Complex sentences
- Common and proper nouns
- Singular and plural nouns

Writing:

- Compose a travel article
- Great lead
- Word Choice
- Develop transitions

Word Study:

- Plurals
- Vowel Diphthongs
- Irregular plurals
- Greek roots
- Latin roots: terr, rupt, tract, aqua, dict

Book Club:

Animal Camouflage



Summative Assessment:	Unit 2 Assessment, Project Based Inquiry: Saving Species ,Informational Text: Travel Article
Equipment Needed:	myView Student Interactive Text, SavvasRealize.com Digital Resources, Student iPads, Projector
Teacher Resources:	myView Unit 2 materials - Teacher's Edition, Reading Routines Companion, myFocus Intervention, SavvasRealize.com Digital Resources

Formative Assessments:

- Weekly Spelling Tests
- Exit Tickets
- Monitor Progress Notes
- Conferences On the Go
- Weekly Progress Check-Ups
- Cold Reads for Fluency and Comprehension
- Weekly Selection Quizzes
- Weekly Standards Practice
- myView pages



Lesson	Time Frame
Lesson 1 Main Idea and Details	2-3 periods
Lesson 2 Cause and Effect	2-3 periods
Lesson 3 Analyze Plot and Setting	2-3 periods

Teacher Notes:

Use the following resources to guide lessons and inform instruction: myView Teacher's Edition, myView Reading Routines Companion, myFocus Intervention, myFocus Reader, myView Assessment Guided, Multilingual Learners: Awareness Handbook, Digital Resources on Savvasrealize.com, Trade Books, myView Readers, myView Foldable Decodable Readers, myView Anchor Charts, and MyView Skills Practice Book.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.savvasrealize.com

www.brainpopjr.com

<https://login.i-ready.com/>

www.ixl.com

<https://www.readinga-z.com/>



Lesson Plan 1 Template

Content Area:	ELA	Lesson Title:	Main Idea and Details	Time Frame:	2-3 periods
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science, Social Studies

Integration of Technology: SavvasRealize.com Digital Resources, student iPads, and projector

Equipment Needed: myView Teacher's Edition, myView Student Interactive Text, Reading Routines Companion, myFocus Intervention, myView Readers, myView Assessment Guide, student iPads, and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize characteristics and structures of informational text, including the central idea with supporting evidence. - Paraphrase portions of a text read aloud or information presented in diverse media and formats. - Analyze the author's use of print and graphic features to achieve specific purposes. - Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues,	Lesson Sequence - Discuss the characteristics of informational text and prompt students to paraphrase facts in a logical order. - Model Think Aloud strategies to determine the genre and key details using "Snowy Owls". - Complete a First Read of "Feathers Not Just for Flying". Pause to discuss the First Read notes with students. - Complete a second close Read of the story and have student underline details that help them	- Daily Formative Assessment - Student Interactive pages - Daily Exit Tickets - Exit Ticket on SavvasRealize.com - Cold Reads for Fluency and Comprehension - Weekly Standards Practice



and asking questions when understanding breaks down.

identify the main idea.
 5. Analyze graphic features and use of figurative language.

Differentiation:

Skill Groups - Intervention Group, Challenge Group, and Independent Activity Options

- Identify Informational Text; Foundational Skills Review and Reinforce - Teacher's Edition T24-27
- Develop Vocabulary - Teacher's Edition T52-53
- Analyze Main Idea and Details - Teacher's Edition T60-61
- Monitor Comprehension - Teacher's Edition T68-69
- Compare Texts - Teacher's Edition T74-75

Resources Provided:

- SavvasRealize.com Digital Resources
- myView Student Interactive Text
- myFocus Reader
- IXL
- i-Ready My Path



Lesson Plan 2 Template

Content Area:	ELA	Lesson Title:	Cause and Effect	Time Frame:	2-3 periods
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Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☒ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Math, Science, Social Studies

Integration of Technology: SavvasRealize.com Digital Resources, student iPads, and projector

Equipment Needed: myView Teacher's Edition, myView Student Interactive Text, Reading Routines Companion, myFocus Intervention, myView Readers, myView Assessment Guide, student iPads, and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast. - Make, correct, or confirm predictions using text features, characteristics of genre, and structures. - Explain how the use of text structure contributes to the author's purpose.	Lesson Sequence - Discuss the characteristics of informational text and prompt students to pay attention to text structure and the way information is organized. - Model Think Aloud strategies to determine the genre and key details using "Moths in Hiding". - Complete a First Read of "Animal Mimics". Pause to discuss the First Read notes with students. - Complete a second Close Read of the story and have students underline details that help them identify cause and effect.	- Daily Formative Assessment - Student Interactive pages - Daily Exit Tickets - Exit Ticket on SavvasRealize.com - Cold Reads for Fluency and Comprehension - Weekly Standards Practice



5. Analyze print text features
and their purpose.

Differentiation:

Skill Groups - Intervention Group, Challenge Group, and Independent Activity Options

- Identify Informational Text; Foundational Skills Review and Reinforce - Teacher's Edition T90-93
- Develop Vocabulary - Teacher's Edition T120-121
- Analyze Text Structure - Teacher's Edition T128-129
- Confirm or Correct Predictions - Teacher's Edition T136-137
- Compare Texts - Teacher's Edition T142-143

Resources Provided:

- SavvasRealize.com Digital Resources
- myView Student Interactive Text
- myFocus Reader
- IXL
- i-Ready My Path



Lesson Plan 3 Template

Content Area:	ELA	Lesson Title:	Analyzing Plot and Setting	Time Frame:	2-3 periods
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Lesson Components

21st Century Themes

☐ Global Awareness
 ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy
 ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation
 ☐ Critical Thinking and Problem Solving
 ☒ Information Literacy
☐ Life and Career Skills
 ☒ Communication and Collaboration
 ☐ Media Literacy
 ☐ ICT Literacy

Interdisciplinary Connections: Art

Integration of Technology: SavvasRealize.com Digital Resources, student iPads, and projector

Equipment Needed: myView Teacher's Edition, myView Student Interactive Text, Reading Routines Companion, myFocus Intervention, myView Readers, myView Assessment Guide, student iPads, and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. - Analyze plot elements, including rising action, climax, falling action, and resolution. - Explain the influence of the setting, including historical setting, on the plot.	Lesson Sequence - Discuss the characteristics of fictional text and prompt students to pay attention to the characters, setting, and plot. - Model Think Aloud strategies to determine the genre and key details using "Encounter". - Complete a First Read of "from Minn of the Mississippi". Pause to discuss the First Read notes with students. - Complete a second Close Read of the story and have students underline	- Daily Formative Assessment - Student Interactive pages - Daily Exit Tickets - Exit Ticket on SavvasRealize.com - Cold Reads for Fluency and Comprehension - Weekly Standards Practice



	details that help them identify the plot and setting. 5. Analyze figurative language.	
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Differentiation:

Skill Groups - Intervention Group, Challenge Group, and Independent Activity Options

- Identify Fiction; Foundational Skills Review and Reinforce - Teacher's Edition T158-161
- Develop Vocabulary - Teacher's Edition T178-179
- Analyze Plot and Setting - Teacher's Edition T186-187
- Use Text Evidence - Teacher's Edition T194-195
- Compare Texts - Teacher's Edition T200-201

Resources Provided:

- SavvasRealize.com Digital Resources
- myView Student Interactive Text
- myFocus Reader
- IXL
- i-Ready My Path



Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly**, **Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		X	
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives		X	
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills			X
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs		X	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self- assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Content Area: ELA	Grade Level: 4	Unit Title: Adaptations
Created: 2024 Grade 4 Team		Board Approved on:



Content Area:	ELA	Grade Level:	4	Unit Title: <i>Diversity-Unit 3</i>
Unit Summary: Students will determine new understandings through exploring diversity, learn about different types of fiction and understand its elements, and write realistic fiction using story elements.				
Primary Interdisciplinary Connections: Science and Social Studies				
<u>21st Century Themes</u> X Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy				
☐ Information Literacy ☐ Life and Career Skills X Communication and Collaboration ☐ Media Literacy				
Unit Rationale:	Students will determine new understandings through exploring diversity through fiction, autobiographies, and poetry.			
Career Readiness (Standard 9): 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).				

Standards: NJSLs: Reading, Writing, Speaking and Listening, Language, Technology, & World Language	
Content Statements:	Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas
CPI#:	Cumulative Progress Indicator (CPI):
RL.PP.4.5	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
RI.PP.4.5	Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.
RL.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
RL.IT.4.3	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
RL.TS.4.4	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RI.TS.4.4	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.



L.VI.4.3	Determine the meaning of words and phrases that allude to significant characters found in literature.
L.WF.4.3.b	Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
L.WF.4.3.d	Form irregular verbs; form and use progressive tenses.
W.NW.4.3.e	Provide a conclusion that follows from the narrated experiences or events.
W.WP.4.4.a	Identify audience, purpose, and intended length of composition before writing.
W.WP.4.4.c	Consider writing as a process, including self-evaluation, revision and editing.
SL.PE.4.1.d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process

Unit Essential Questions:

- How can we reach new understandings through exploring diversity?
- Why do people communicate in diverse ways?
- How do our experiences help us see the world differently?
- How does music bring people together?
- How do new places influence us?
- How do people with interests different from ours help us grow?

Unit Enduring Understandings:

- Students can learn more about fiction by analyzing characters, plot, and setting in realistic fiction.
- Students can learn more about the theme Diversity by analyzing the author's purpose in an autobiography.
- Students can learn about fiction and read texts that help me compare and contrast point of view.
- Students can learn more about the theme Diversity by analyzing poetic elements.

Unit Learning Targets:

Students will....



Reading Comprehension:

- Analyze characters
- Analyze plot and setting
- Explain author's purpose
- Compare and contrast POV
- Examine poetic elements

Grammar:

- Prepositions and prepositional phrases
- Subject-verb agreement
- Irregular verbs
- Progressive verb tenses
- Auxiliary verbs

Writing:

- Compose a realistic fiction story
- Develop and event sequence
- Compose dialogue
- Create illustrations

Word Study:

- Related words
- Words with r-controlled vowels
- V/CV and VC/V words
- Words with silent letters

Book Club:

Rickshaw Girl



Summative Assessment:	Unit 3 Assessment, Project Based Inquiry: Let's All Play! , Narrative: Realistic Fiction
Equipment Needed:	myView Student Interactive Text, SavvasRealize.com Digital Resources, Student iPads, Projector
Teacher Resources:	myView Unit 3 materials - Teacher's Edition, Reading Routines Companion, myFocus Intervention, SavvasRealize.com Digital Resources

Formative Assessments:

- Weekly Spelling Tests
- Exit Tickets
- Monitor Progress Notes
- Conferences On the Go
- Weekly Progress Check-Ups
- Cold Reads for Fluency and Comprehension
- Weekly Selection Quizzes
- Weekly Standards Practice
- myView pages



Lesson	Time Frame
Lesson 1 Analyze Characters	2-3 periods
Lesson 2 Compare/Contrast	2-3 periods
Lesson 3 Poetic Elements	2-3 periods

Teacher Notes:

Use the following resources to guide lessons and inform instruction: myView Teacher's Edition, myView Reading Routines Companion, myFocus Intervention, myFocus Reader, myView Assessment Guided, Multilingual Learners: Awareness Handbook, Digital Resources on Savvasrealize.com, Trade Books, myView Readers, myView Foldable Decodable Readers, myView Anchor Charts, and MyView Skills Practice Book.

Curriculum Development Resources/Technology Resources:

Click the links below to access additional resources used to design this unit:

www.savvasrealize.com

www.brainpopjr.com

<https://login.i-ready.com/>

www.ixl.com

<https://www.readinga-z.com/>



Lesson Plan 1 Template

Content Area:	ELA	Lesson Title:	Analyze Characters	Time Frame:	2-3 periods
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Social Studies and Science

Integration of Technology: SavvasRealize.com Digital Resources, student iPads, and projector

Equipment Needed: myView Teacher's Edition, myView Student Interactive Text, Reading Routines Companion, myFocus Intervention, myView Readers, myView Assessment Guide, student iPads, and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify characters and themes. - Summarize characters' goals to understand the theme. - Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. - Explain the interactions of the characters and the changes they undergo.	Lesson Sequence - Discuss characters in realistic fiction. - Model Think Aloud strategies to determine the genre and key details using "Just Lunch". - Complete a First Read of "from Out of My Mind". Pause to discuss the First Read notes with students. - Complete a second Close Read of the story and have students underline details that help them understand the character - Model a graphic organizer that shows character, goal, plot events, and theme - Group Work: Students will read and summarize a	- Daily Formative Assessment - Student Interactive pages - Daily Exit Tickets - Exit Ticket on SavvasRealize.com - Cold Reads for Fluency and Comprehension - Weekly Standards Practice



passage
7. Students will explain the
theme of the reading
passage.

Differentiation:

Skill Groups - Intervention Group, Challenge Group, and Independent Activity Options

- Identify Realistic Fiction; Foundational Skills Review and Reinforce - Teacher's Edition T24-27
- Develop Vocabulary - Teacher's Edition T40-41
- Analyze Characters - Teacher's Edition T48-49
- Make Inferences About Characters - Teacher's Edition T56-57
- Compare Texts - Teacher's Edition T62-63

Resources Provided:

- myView Student Interactive Text
- myFocus Reader
- IXL
- i-Ready My Path



Lesson Plan 2 Template					
Content Area:	ELA	Lesson Title:	Compare and Contrast	Time Frame:	2-3 periods
Lesson Components					
<u>21st Century Themes</u>					
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy					
<u>21st Century Skills</u>					
☒ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy					
Interdisciplinary Connections: Math, Science, Social Studies					
Integration of Technology: SavvasRealize.com Digital Resources, student iPads, and projector					
Equipment Needed: myView Teacher's Edition, myView Student Interactive Text, Reading Routines Companion, myFocus Intervention, myView Readers, myView Assessment Guide, student iPads, and projector					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Identify and understand the use of literary devices including first- or third-person point of view. - Compare and Contrast characters and settings while reading.	Lesson Sequence - Discuss the characteristics of fiction stories. - Model Think Aloud strategies to determine the genre and key details using "To Trying New Things". - Complete a First Read of "Weslandia". Pause to discuss the First Read notes with students. - Complete a second Close Read of the story and have students underline details that help them identify the narrator's point of view.	- Daily Formative Assessment - Student Interactive pages - Daily Exit Tickets - Exit Ticket on SavvasRealize.com - Cold Reads for Fluency and Comprehension - Weekly Standards Practice



5. Analyze figurative
language and imagery.

Differentiation:

Skill Groups - Intervention Group, Challenge Group, and Independent Activity Options

- Identify Fiction; Foundational Skills Review and Reinforce - Teacher's Edition T206-208
- Develop Vocabulary - Teacher's Edition T240-241
- Generate Questions - Teacher's Edition T256-257
- Compare and Contrast Point of View - Teacher's Edition T248-249
- Compare Texts - Teacher's Edition T262-263

Resources Provided:

- SavvasRealize.com Digital Resources
- myView Student Interactive Text
- myFocus Reader
- IXL
- i-Ready My Path



Lesson Plan 3 Template					
Content Area:	ELA	Lesson Title:	Poetic Elements	Time Frame:	2-3 periods
Lesson Components					
<u>21st Century Themes</u>					
☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy					
<u>21st Century Skills</u>					
☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy ☐ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy					
Interdisciplinary Connections: Science, Social Studies, Art					
Integration of Technology: Projector					
Equipment Needed: Projector					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Explain figurative language such as simile, metaphor, and personification that the poet uses to create images. - Describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.	Lesson Sequence - Discuss the elements of poetry. - Model Think Aloud strategies to determine the poetic elements using "The Harvest". - Complete a First Read of "A Day on a Boat", "I Will Be a Chemist", "I Love Mozart". Pause to discuss the First Read notes with students. - Complete a second Close Read of the story and have students underline details that help them identify the figurative language.	- Daily Formative Assessment - Student Interactive pages - Daily Exit Tickets - Exit Ticket on SavvasRealize.com - Cold Reads for Fluency and Comprehension - Weekly Standards Practice



5. Analyze the similarities
between narrative poetry
and narrative texts.

Differentiation:

Skill Groups - Intervention Group, Challenge Group, and Independent Activity Options

- Identify poetry; Foundational Skills Review and Reinforce - Teacher's Edition T278-279
- Develop Vocabulary - Teacher's Edition T279
- Identify Poetry - Teacher's Edition T280
- Question and Investigate - Teacher's Edition T281
- Genre - Teacher's Edition T281

Resources Provided:

- SavvasRealize.com Digital Resources
- myView Student Interactive Text
- myFocus Reader
- IXL
- i-Ready My Path



Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly**, **Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice	X		
Provide scaffolding for acquiring targeted knowledge/skills		X	
Integrate global perspectives		X	
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives		X	
Provide opportunities for student reflection and self-assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Content Area: ELA **Grade Level:** 4 **Unit Title:** Diversity

Created: 2024 Grade 4 Team **Board Approved on:**



Content Area:	ELA	Grade Level:	4	Unit Title: <i>Impacts-Unit 4</i>
Unit Summary: Students will determine how stories shape our world, learn about different types of traditional literature and their elements, and use elements of opinion writing to write an essay.				
Primary Interdisciplinary Connections: Social Studies and Science				
<u>21st Century Themes</u> ☐ Creativity and Innovation X Critical Thinking and Problem Solving ☐ ICT Literacy				
☐ Information Literacy ☐ Life and Career Skills X Communication and Collaboration ☐ Media Literacy				
Unit Rationale:	Students will determine how stories shape our world through traditional literature, drama, historical fiction, and myths.			
Career Readiness (Standard 9): 9.1.5.PB.2: Describe choices consumers have with money (e.g., save, spend, donate).				



Standards:		NJSLS: Reading, Writing, Speaking and Listening, Language, Technology, & World Language
Content Statements:		Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas
CPI#:	Cumulative Progress Indicator (CPI):	
RI.CR.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.CI.4.2	Summarize a literary text and interpret the author's theme citing key details from the text.	
RL.IT.4.3	Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.	
RL.TS.4.4	Explain major differences between poems, drama, and prose, and refer to the elements of poems and drama when writing or speaking about text.	
RL.MF.4.6	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.	
RL.CT.4.8	Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.	
L.RF.4.3	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.	
L.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	
W.AW.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	
W.AW.4.1.a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose	
W.AW.4.1.b	Provide reasons that are supported by facts from texts and/or other sources.	
W.AW.4.1.c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	
W.AW.4.1.d	Provide a conclusion related to the opinion presented.	
W.WP.4.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	
W.RW.4.7	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.	



W.SE.4.6	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
W.WR.4.5	Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic
SL.PE.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.
SL.PI.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.UM.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SLAS.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion) use formal English when appropriate to task and situation.
L.WF.4.3	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling within writing.
L.KL.4.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.4.2	Determine or clarify the meaning of unknown and multiple meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
L.VI.4.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity
9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process

Unit Essential Questions:

- How do our stories shape our world?
- How can reading a secret make it lose its power?
- How can being different be an advantage?
- Why should we do good deeds without expecting anything in return?
- How can what we learn from stories guide our actions?
- How can being disobedient cause problems?



Unit Enduring Understandings:

- Students can learn about traditional literature by analyzing characters and inferring themes.
- Students can learn more about the theme Impacts by identifying elements of a drama.
- Students can learn more about the theme of Impacts by inferring themes in historical fiction.
- Students can learn more about traditional literature by analyzing myths.

Unit Learning Targets:

Students will....

Reading Comprehension Skills:

- Analyze characters
- Synthesize theme
- Infer theme
- Make connections
- Explain elements of drama
- Summarize literary text
- Analyze myths
- Evaluate details

Grammar:

- Pronouns
- Adjectives
- Adverbs
- Comparative adjectives
- Superlative adjectives

Writing:

- Analyze and opinion essay
- Understand a point of view
- Develop a topic and opinion
- Compose the introduction and conclusion
- Peer edit
- Combine ideas for coherence and clarity

Spelling:

- Identify spelling patterns
- Greek and latin roots
- Suffixes: -able, -ible
- Syllable pattern VV
- Words with prefixes
- Homophones

Book Club:

Where the Mountain Meets the Moon



Summative Assessment:	Unit 4 Assessment, Project Based Inquiry: The Tale Behind the Tale, Opinion Writing: Opinion Essay
Equipment Needed:	myView Student Interactive Text, SavvasRealize.com Digital Resources, Student iPads, Projector
Teacher Resources:	myView Unit 4 materials - Teacher's Edition, Reading Routines Companion, myFocus Intervention, SavvasRealize.com Digital Resources

Formative Assessments:

- Weekly Spelling Tests
- Exit Tickets
- Monitor Progress Notes
- Conferences On the Go
- Weekly Progress Check-Ups
- Cold Reads for Fluency and Comprehension
- Weekly Selection Quizzes
- Weekly Standards Practice
- myView pages



Lesson	Time Frame
Lesson 1 Character, Setting and Plot	2-3 periods
Lesson 2 Writing with voice	2-3 periods
Lesson 3 Infer Theme	2-3 periods
Teacher Notes: Use the following resources to guide lessons and inform instruction: myView Teacher's Edition, myView Reading Routines Companion, myFocus Intervention, myFocus Reader, myView Assessment Guided, Multilingual Learners: Awareness Handbook, Digital Resources on Savvasrealize.com, Trade Books, myView Readers, myView Foldable Decodable Readers, myView Anchor Charts, and MyView Skills Practice Book.	
Curriculum Development Resources/Technology Resources: Click the links below to access additional resources used to design this unit: www.savvasrealize.com www.brainpopjr.com https://login.i-ready.com/ www.ixl.com https://www.readinga-z.com/	



Lesson Plan 1 Template

Content Area:	ELA	Lesson Title:	Character, Setting and Plot	Time Frame:	2-3 periods
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Social Studies. Science

Integration of Technology: SavvasRealize.com Digital Resources, student iPads, and projector

Equipment Needed: myView Teacher's Edition, myView Student Interactive Text, Reading Routines Companion, myFocus Intervention, myView Readers, myView Assessment Guide, student iPads, and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, legends, myths, and tall tales. - Explain the interactions of the characters and the changes they undergo. - Identify story elements, character, setting, and plot.	Lesson Sequence - Discuss the characteristics of traditional stories. Prompt students to pay close attention to characters, setting, conflict, and plot. - Model Think Aloud strategies to determine the elements of traditional literature using "The Princess and the Troll". - Complete a First Read of "Can You Guess My Name?". Pause to discuss the First Read notes with students. - Complete a second	- Daily Formative Assessment - Student Interactive pages - Daily Exit Tickets - Exit Ticket on SavvasRealize.com - Cold Reads for Fluency and Comprehension - Weekly Standards Practice



	Close Read of the story and have students underline details that help them understand the ways characters interact with each other. 5. Analyze the illustrations and figurative language.	
Differentiation: Skill Groups - Intervention Group, Challenge Group, and Independent Activity Options ● Identify Traditional Literature; Foundational Skills Review and Reinforce - Teacher's Edition T24-26 ● Develop Vocabulary - Teacher's Edition T50-51 ● Analyze Characters - Teacher's Edition T58-59 ● Synthesize Information About Characters - Teacher's Edition T66-67 ● Comparer Texts- T 72-73		
Resources Provided: ● SavvasRealize.com Digital Resources ● myView Student Interactive Text ● myFocus Reader ● IXL ● i-Ready My Path		



Lesson Plan 2 Template

Content Area:	ELA	Lesson Title:	Elements of a Drama	Time Frame:	2-3 periods
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Lesson Components

21st Century Themes

☐ Global Awareness
 ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy
 ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation
 ☐ Critical Thinking and Problem Solving
 ☐ Information Literacy
☐ Life and Career Skills
☒ Communication and Collaboration
☐ Media Literacy
☐ ICT Literacy

Interdisciplinary Connections:

Social Studies

Integration of Technology: SavvasRealize.com Digital Resources, student iPads, and projector

Equipment Needed: myView Teacher's Edition, myView Student Interactive Text, Reading Routines Companion, myFocus Intervention, myView Readers, myView Assessment Guide, student iPads, and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. - Analyze information by sequencing, categorizing, identifying cause and effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing	Lesson Sequence - Discuss the characteristics of fairy tales. Prompt students to pay close stage direction and dialogue. - Model Think Aloud strategies to determine the elements of fairy tales using "Too Much of a Good Thing". - Complete a First Read of "La Culebra". Pause to discuss the First Read notes with students. - Complete a second Close Read of the story and have students underline	- Daily Formative Assessment - Student Interactive pages - Daily Exit Tickets - Exit Ticket on SavvasRealize.com - Cold Reads for Fluency and Comprehension - Weekly Standards Practice



inferences and conclusions. ● Explain structure in drama such as character tags, acts, scenes, and stage directions.	drama elements. 5. Analyze the text structure and stage directions.	
Differentiation: Skill Groups - Intervention Group, Challenge Group, and Independent Activity Options ● Explain Elements of a Drama; Foundational Skills Review and Reinforce - Teacher's Edition T182 ● Practice reading smoothly with expression - Teacher's Edition T183 ● Identify Dramatic Elements from a Text - Teacher's Edition T182		
Resources Provided: ● SavvasRealize.com Digital Resources ● myView Student Interactive Text ● myFocus Reader ● IXL ● i-Ready My Path		



Lesson Plan 3 Template					
Content Area:	ELA	Lesson Title:	Infer Theme	Time Frame:	2-3 periods
Lesson Components					
21st Century Themes ☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy ☐ Civic Literacy ☐ Health Literacy					
21st Century Skills ☒ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy ☒ Life and Career Skills ☒ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy					
Interdisciplinary Connections: Science, Social Studies					
Integration of Technology: SavvasRealize.com Digital Resources, student iPads, and projector					
Equipment Needed: myView Teacher's Edition, myView Student Interactive Text, Reading Routines Companion, myFocus Intervention, myView Readers, myView Assessment Guide, student iPads, and projector					

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Infer basic themes supported by text evidence. - Make connections to personal experiences, ideas in other texts, and society. - Make inferences when given specific clues. - Write riddles about topics using clues for making inferences.	Lesson Sequence - Discuss the characteristics of tall tales. Prompt students to pay close attention to realistic details and fantastic or exaggerated elements as you read. - Model Think Aloud strategies to determine the elements of tall tales using "Pecos Bill and the Coyotes". - Complete a First Read of "Thunder Rose". Pause to discuss the First Read notes with students. - Complete a second Close Read of the	- Daily Formative Assessment - Student Interactive pages - Daily Exit Tickets - Exit Ticket on SavvasRealize.com - Cold Reads for Fluency and Comprehension - Weekly Standards Practice



	story and have students compare and contrast events in realistic fiction and tall tales. 5. Analyze examples of exaggeration.	
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Differentiation:

Skill Groups - Intervention Group, Challenge Group, and Independent Activity Options

- Identify Tall Tales; Foundational Skills Review and Reinforce - Teacher's Edition T88-91
- Develop Vocabulary - Teacher's Edition T112-113
- Infer Theme - Teacher's Edition T 120-121
- Make Connections- Teacher's Edition T128-129
- Compare Texts- Teacher's Edition T134-135

Resources Provided:

- SavvasRealize.com Digital Resources
- myView Student Interactive Text
- myFocus Reader
- IXL
- i-Ready My Path



Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly**, **Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills	X		
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills	X		
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills		X	
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills		X	
Are varied to address different student learning styles and preferences	X		
Are differentiated based on student needs	X		
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process		X	
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives		X	
Provide opportunities for student reflection and self-assessment			X
Provide data to inform and adjust instruction to better meet the varying needs of learners	X		

Content Area: ELA **Grade Level:** 4 **Unit Title:** Impacts

Created: 2024 Grade 4 Team **Board Approved on:**



Content Area:	ELA	Grade Level:	4	Unit Title: <i>Features-Unit 5</i>
Unit Summary: Students will determine why it’s important to understand our planet, learn about different types of informational text and understand their text structure and features, and use their knowledge of the elements and structure of poetry to write a poem.				
Primary Interdisciplinary Connections: Social Studies, Science				
<u>21st Century Themes</u> ☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ ICT Literacy				
X Information Literacy X Life and Career Skills X Communication and Collaboration ☐ Media Literacy				
Unit Rationale:	Students will determine why it’s important to understand our planet through informational text, argumentative text, and poetry.			
Career Readiness (Standard 9): 9.2.5.CAP.4 Explain why certain careers require specific training				

Standards:	NJSLS: Reading, Writing, Speaking and Listening, Language, Technology, & World Language				
Content Statements:	Key ideas and details, Craft and Structure, Integration of Knowledge and Ideas				
CPI#:	Cumulative Progress Indicator (CPI):				
W.IW.4.2	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.				
RL.CR.4.1	Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.				
RL.MF.4.6	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.				
L.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.				
RI.CI.4.2	Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.				
RI.AA.4.7	Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.				



RI.TS.4.4	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.IT.4.3	Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
L.KL.4.1.b	Choose words and phrases to convey ideas precisely.
L.KL.4.1.d	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
L.WF.4.3.f	Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
L.EF.4.3.g	Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
L.KL.4.1.c	Choose punctuation for effect.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others.
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions
9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

Unit Essential Questions:

- Why is it important to understand our planet?
- What do we know about Earth's features and processes?
- In what ways do volcanoes impact Earth?
- What daily actions can help reduce pollution?
- What makes an extreme location a place to both protect and explore?
- What happens to what we throw away?

Unit Enduring Understandings:

- Students can learn more about informational text by analyzing text features.



- Students can learn more about informational text by analyzing the main, or central, idea and details.
- Students can learn more about the theme Features by analyzing the argument in an argumentative text.
- Students can learn more about informational text by exploring ideas and explaining concepts for a text.

Unit Learning Targets:

Students will....

Reading Comprehension Skills:

- Analyze text features
- Make inferences
- Monitor comprehension
- Analyze main idea and detail
- Analyze argument
- Explain ideas
- Compare and contrast accounts

Grammar:

- Relative adverbs
- Capitalization rules
- Title capitalization
- Comma rules
- Dialogue rules

Writing:

- Understand poetry
- Explore what poetry sounds like
- Compose a rhythm
- Compose with similes and metaphors
- Compose with line breaks
- Revise for structure
- Add and delete ideas for coherence and clarity

Spelling:

- Identify spelling patterns
- Words with latin roots
- Words with: -er, -ent, -ence
- Words with: syllable patterns VCCCV
- Words with: dis-, over-, non-, under-
- Words with: sub-, inter, fore-

Book Club:

Geology: The Study of Rocks



Summative Assessment: Unit 5 Assessment, Project Based Inquiry: Danger Ahead!, Poetry: Poem

Equipment Needed: myView Student Interactive Text, SavvasRealize.com Digital Resources, Student iPads, Projector

Teacher Resources: myView Unit 5 materials - Teacher's Edition, Reading Routines Companion, myFocus Intervention, SavvasRealize.com Digital Resources

Formative Assessments:

- Weekly Spelling Tests
- Exit Tickets
- Monitor Progress Notes
- Conferences On the Go
- Weekly Progress Check-Ups
- Cold Reads for Fluency and Comprehension
- Weekly Selection Quizzes
- Weekly Standards Practice
- myView pages



Lesson	Time Frame
Lesson 1 Main Idea	2-3 periods
Lesson 2 Fact and Opinion	2-3 periods
Lesson 3 Compare and Contrast	2-3 periods
Teacher Notes: Use the following resources to guide lessons and inform instruction: myView Teacher's Edition, myView Reading Routines Companion, myFocus Intervention, myFocus Reader, myView Assessment Guided, Multilingual Learners: Awareness Handbook, Digital Resources on Savvasrealize.com, Trade Books, myView Readers, myView Foldable Decodable Readers, myView Anchor Charts, and MyView Skills Practice Book.	
Curriculum Development Resources/Technology Resources: Click the links below to access additional resources used to design this unit: www.savvasrealize.com www.brainpopjr.com https://login.i-ready.com/ www.ixl.com https://www.readinga-z.com/	



Lesson Plan 1 Template

Content Area:	ELA	Lesson Title:	Main Idea	Time Frame:	2-3 periods
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Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☒ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Social Studies, Science

Integration of Technology: SavvasRealize.com Digital Resources, student iPads, and projector

Equipment Needed: myView Teacher's Edition, myView Student Interactive Text, Reading Routines Companion, myFocus Intervention, myView Readers, myView Assessment Guide, student iPads, and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Determine main idea and supporting details. - Use text structure to identify the main idea and supporting details. - Recognize characteristics and structures of informational text, including the central idea and supporting evidence. - Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	Lesson Sequence - Discuss the characteristics of informational text. Prompt students to pay close attention to details and ask questions to clarify information. - Model Think Aloud strategies to determine the key ideas and details using "Mount Vesuvius". - Complete a First Read of "Volcanoes". Pause to discuss the First Read notes with students. - Complete a second Close Read of the	- Daily Formative Assessment - Student Interactive pages - Daily Exit Tickets - Exit Ticket on SavvasRealize.com - Cold Reads for Fluency and Comprehension - Weekly Standards Practice



	story and have students underline the main idea. 5. Analyze graphic features and author's message.	
Differentiation: Skill Groups - Intervention Group, Challenge Group, and Independent Activity Options ● Identify Informational Text; Foundational Skills Review and Reinforce - Teacher's Edition T84 ● Develop Vocabulary - Teacher's Edition T85 ● Monitor Comprehension - Teacher's Edition T84 ● Identify Information Text- Teacher's Edition T86 ● Compare Texts - Teacher's Edition T86-87		
Resources Provided: ● Practice Book ● Leveled Readers ● MyView		



Lesson Plan 2 Template

Content Area:	ELA	Lesson Title:	Fact and Opinion	Time Frame:	2-3 periods
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Lesson Components

21st Century Themes

☐ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☒ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☒ Critical Thinking and Problem Solving ☐ Information Literacy
☐ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections: Science, Social Studies

Integration of Technology: SavvasRealize.com Digital Resources, student iPads, and projector

Equipment Needed: myView Teacher's Edition, myView Student Interactive Text, Reading Routines Companion, myFocus Intervention, myView Readers, myView Assessment Guide, student iPads, and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - 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. - Students will distinguish between statements of fact and opinion. - Students will use statements of fact and opinion to determine text structure.	Lesson Sequence - Discuss the characteristics of informational text. Prompt students to pay close attention to fact and opinion. - Model Think Aloud strategies related to genre and text features using "Energy Recovery of Waste". - Complete a First Read of "Planet Earth". Pause to discuss the First Read notes with students. - Complete a second Close Read of the story and have students underline the details that relate to text features.	- Daily Formative Assessment - Student Interactive pages - Daily Exit Tickets - Exit Ticket on SavvasRealize.com - Cold Reads for Fluency and Comprehension - Weekly Standards Practice



5. Analyze text structure and figurative language.

Differentiation:

Skill Groups - Intervention Group, Challenge Group, and Independent Activity Options

- Identify Fact vs. Opinion; Foundational Skills Review and Reinforce - Teacher's Edition T26-27
- Develop Vocabulary - Teacher's Edition T26-27
- Develop Inquiry Skills- Teacher's Edition T26-27

Resources Provided:

- SavvasRealize.com Digital Resources
- myView Student Interactive Text
- myFocus Reader
- IXL
- i-Ready My Path



Lesson Plan 3 Template

Content Area:	ELA	Lesson Title:	Compare and Contrast	Time Frame:	2-3 periods
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Lesson Components

21st Century Themes

☒ Global Awareness ☐ Financial, Economic, Business and Entrepreneurial Literacy
☐ Civic Literacy ☐ Health Literacy

21st Century Skills

☐ Creativity and Innovation ☐ Critical Thinking and Problem Solving ☐ Information Literacy
☒ Life and Career Skills ☐ Communication and Collaboration ☐ Media Literacy ☐ ICT Literacy

Interdisciplinary Connections:

Math, Science, Social Studies

Integration of Technology: SavvasRealize.com Digital Resources, student iPads, and projector

Equipment Needed: myView Teacher's Edition, myView Student Interactive Text, Reading Routines Companion, myFocus Intervention, myView Readers, myView Assessment Guide, student iPads, and projector

Goals/Objectives	Learning Activities/ Instructional Strategies	Formative Assessment Tasks
Students will: - Recognize characteristics of informational text. - Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Lesson Sequence - Discuss the characteristics of informational text. Prompt students to pay close attention to details that support concepts or ideas in the text. - Model Think Aloud strategies related to text evidence using "The Footprints Across Earth's Back". - Complete a First Read of "Trashing Paradise". Pause to discuss the First Read notes with students. - Complete a second	- Daily Formative Assessment - Student Interactive pages - Daily Exit Tickets - Exit Ticket on SavvasRealize.com - Cold Reads for Fluency and Comprehension - Weekly Standards Practice



	Close Read of the story and have students contrast details in the text with the video “Bye Bye Plastic Bags on Bali”. 5. Analyze text structure and author’s message.	
Differentiation: Skill Groups - Intervention Group, Challenge Group, and Independent Activity Options ● Critical Thinking - Teacher’s Edition T320-321 ● Organize information and communicate - Teacher’s Edition T320-321 ● Compare Texts - Teacher’s Edition T320-321		
Resources Provided: ● SavvasRealize.com Digital Resources ● myView Student Interactive Text ● myFocus Reader ● IXL ● i-Ready My Path		



Reflect on the lesson you have developed and rate the degree to which the lesson **Strongly**, **Moderately** or **Weakly** meets the criteria below.

Lesson Activities	Strongly	Moderately	Weakly
Are challenging Strongly and require higher order thinking and problem solving skills		X	
Allow for student choice		X	
Provide scaffolding for acquiring targeted knowledge/skills	X		
Integrate global perspectives	X		
Integrate 21st century skills		X	
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills	X		
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills	X		
Are varied to address different student learning styles and preferences		X	
Are differentiated based on student needs		X	
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process	X		
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives	X		
Provide opportunities for student reflection and self-assessment		X	
Provide data to inform and adjust instruction to better meet the varying needs of learners		X	

Content Area: ELA **Grade Level:** 4 **Unit Title:** Features

Created: 2024 Grade 4 Team **Board Approved on:**



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMMODATIONS AND MODIFICATIONS FOR EARLY CHILDHOOD AND ELEMENTARY SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
Review of directions
Use of mnemonics
Have student restate information
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Use of a study carrel
Assistance in maintaining uncluttered space
Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Use of manipulatives
No penalty for spelling errors or sloppy handwriting
Follow a routine/schedule
Alternate quiet and active time
Teach time management skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Untimed tests
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book tests
Read test and directions to student
Provide study outline prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator and/or number line for math tests
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands
Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS MODIFICATIONS:



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Breaks between tasks
Cue expected behavior
Daily feedback to student
Have contingency plans
Use de-escalating strategies
Use positive reinforcement
Use proximity/touch control
Use peer supports and mentoring
Model expected behavior by adults
Have parent sign homework
Have parent sign behavior chart
Set and post class rules
Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

IEP AND 504 ACCOMODATIONS AND MODIFICATIONS FOR MIDDLE AND HIGH SCHOOL STUDENTS:

Large print textbooks
Textbooks for at-home use
Additional time for assignments
A locker with adapted lock
Review of directions
Review sessions
Use of mnemonics
Have student restate information
Provision of notes or outlines
Concrete examples
Adaptive writing utensils
Support auditory presentations with visuals
Weekly or bi-weekly home-school communication
Space for movement or breaks
Study sheets and teacher outlines
Extra visual and verbal cues and prompts
Lab and math sheets with highlighted instructions
Graph paper to assist in organizing or lining up math problems
Use of tape recorder for lectures
Use of Interactive notebook
Use of a scribe
Use of computers and calculators
Books on tape
Graphic organizers
Quiet corner or room to calm down and relax when anxious
Preferential seating
Alteration of the classroom arrangement
Reduction of distractions
Answers to be dictated
Hands-on activities
Ability to type all assignments
Follow a routine/schedule
Teach time management and organizational skills
Rest breaks
Verbal and visual cues regarding directions and staying on task
Agenda book and checklists
Daily check-in with case manager or special education teacher
Adjusted assignment timelines
Visual daily schedule



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Varied reinforcement procedures
Immediate feedback
Work-in-progress check
Personalized examples

TESTING AND ASSESSMENT ACCOMMODATIONS AND MODIFICATIONS:

Answers to be dictated
Frequent rest breaks
Additional time
Oral testing
Choice of test format (multiple-choice, essay, true-false)
Alternate ways to evaluate (projects or oral presentations instead of written tests)
Accept short answers
Open-book or open-note tests
Read test and directions to student
Provide study guides prior to tests
Highlight key directions
Test in alternative site
Use of calculator
Extra credit option
Pace long-term projects
Preview test procedures
Simplified test wording; rephrased test questions and/or directions

GENERAL ACCOMMODATIONS AND MODIFICATIONS:

Allow outlining, instead of writing for an essay or major project
Use of alternative books or materials on the topic being studied
Computerized spell-check support
Word bank of choices for answers to test questions
Provision of calculator for math tests
Film or video supplements in place of reading text
Reworded questions in simpler language
Projects instead of written reports
Highlighting important words or phrases in reading assignments
Modified workload or length of assignments/tests
Modified time demands



SPRINGFIELD PUBLIC SCHOOLS

**ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS**

Pass/no pass option

Modified grades based on IEP

BEHAVIOR ACCOMMODATIONS FOR STUDENTS:

- Breaks between tasks
- Cue expected behavior
- Daily feedback to student
- Have contingency plans
- Use de-escalating strategies
- Use positive reinforcement
- Use proximity/touch control
- Use peer supports and mentoring
- Model expected behavior by adults
- Have parent sign homework
- Set and post class rules
- Chart progress and maintain data



SPRINGFIELD PUBLIC SCHOOLS

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY
GLOBAL SKILLS

Accommodations and Modifications for ESL Students

- Give tests orally
- Give instructions/directions in writing and orally
- Assign a peer tutor, same language or English speaking
- Allow use of bilingual/translation dictionary
- Provide summaries of text or study guides of particular chapters
- Allow errors in speaking
- Allow errors in writing
- Accept writing in first language
- Highlight key vocabulary
- Reduce amount of work required
- Assess comprehension through demonstration or other alternative means (gestures, drawings)
- Rephrase questions, directions, and explanations
- Reduce multiple choices on assessments
- Provide study guides and/ or outlines
- Shorten reading assignments
- Allow extended time for test/project completion
- Use of audio books
- Use of graphic organizers
- Use reduced text, so that print is not dense
- Use visuals/pictures throughout lesson/unit/assignment
- Adapt homework to reflect language proficiency/home support
- Adapt homework to reflect home support
- Provide hands-on activities and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Use of translation dictionaries to locate words in the native language
- Use anecdotal records and portfolio of work as forms of assessment
- Use story retellings to assess comprehension

What Does the Gifted and Talented Experience Look Like? *Springfield Public Schools*

Mission Statement

The Gifted and Talented Program of the Springfield Public Schools aims to provide a meaningful and rigorous education that instills the value of lifelong learning and empowers all students to reach their full potential and become self-fulfilled creative leaders in accordance with the comprehensive standards of our state. We accomplish this by offering challenging, real-world experiences in a student-centered environment.

We recognize that students come from diverse socioeconomic, cultural, and ethnic backgrounds, and the mission of the gifted and talented program is to provide opportunities for students to explore their intellectual, creative, and artistic gifts and talents within the classroom and with beyond-the-classroom experiences. It is essential to provide diverse, appropriate, and ongoing learning experiences and environments that incorporate students' academic, psychological, and social needs. Our responsibility is to provide students with educational alternatives that teach, challenge, and expand their knowledge, while simultaneously stressing the development of independent and self-directed learners who continuously generate questions, analyze, synthesize, and evaluate information and ideas.

New Jersey Administrative Code 6A:8-3.1 defines students who are gifted and talented as those students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the local district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

Goals:

To support our mission, we have established the following goals to guide our work:

- To infuse into the general education program a broad range of activities for high-level learning that will challenge all students to perform at advanced levels, and provide extended opportunities, resources, and support in particular areas where student interest or talent is demonstrated.
- To provide a continuum of gifted education services that will strengthen the total school program, offer enriching and challenging learning opportunities for all students, and provide specialized learning experiences
- To promote achievement of students' best potentials and increased ability.

Through a productive and collaborative relationship among the building principals, classroom teachers, and the Gifted and Talented teacher, our schools can create programming that will enhance the learning experience for every student and serve the unique and specialized needs of students currently demonstrating gifted behaviors.

Elements of the Schoolwide Enrichment Model, W.I.N (What I Need), differentiated instruction, advanced classes, or individual programs into a student's regular instruction program are integral to this overarching framework for gifted education in the Springfield School District.

Reference Board Policy and Regulation 2464 – Gifted and Talented Pupils (M)

Early Childhood Center **Edward V. Walton**

Schoolwide Virtual Enrichment

All first and second grade students have access to the [Gifted and Talented Virtual Classroom](#). This virtual classroom is a space for students to complete various challenges and enrichment opportunities at their own pace. Students can receive feedback and additional adaptable resources to meet their individual learning needs. The virtual classroom design expands accessibility to enrichment resources and allows students to choose learning activities according to their unique interests and abilities. The purpose of the activities is to encourage problem-solving, develop critical thinking

skills, and expand curiosity and imagination. Activities are aligned to the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

The Gifted and Talented teacher serves as a resource to all teachers within Edward V. Walton School. Teachers seeking resources for their high-ability learners will receive additional support from the Gifted and Talented teacher in various ways. This support may include additional units of study, challenging resources, and student projects.

Elementary Schools **James Caldwell** **Thelma L. Sandmeier**

The goal is to engage small groups of students in intensive learning experiences through standards-based, rigorous, and relevant units of study that supplement, not supplant, the grade-level curriculum and support students' unique learning needs.

Enrichment Experience Grade 3

Beginning in third grade, the G&T teacher will cycle through all classrooms to work on problem-solving and enrichment tasks with students. Driven by assessment data, academic performance, student interest, and teacher observation, small groups of students will meet with the G&T teacher during W.I.N. (What I Need) periods throughout the week that the teacher is assigned to their classroom teacher. Groupings will be flexible and monitored to best meet each student's needs throughout the school year. Activities will include brain teasers, puzzles, strategic thinking, problem-solving, and STEM challenges.

Targeted Gifted and Talented Programing Grades 4-5

Students may become identified as Gifted and Talented in fourth grade. Students that are identified may receive support from the G&T Teacher for up to five periods (200 minutes) a week during W.I.N. (What I Need) periods. Identified students will meet to explore grade-level content while incorporating depth and complexity in a student-centered, problem-based environment. The Gifted and Talented Program aims to provide students with various advanced and challenging learning experiences across content areas to promote independent thinking skills, refine critical thinking and communication skills, cultivate joy in learning, and expand student interests through problem-solving. The instruction that students receive incorporates 21st Century Skills and advanced content that is challenging, hands-on, and relevant to the real world.

Strategies and Practices that Support Gifted and Talented Students

- Adjusted Pace of Lessons
- Inquiry-Based Instruction
- Higher-Order Thinking Activities
- Interest-Based Content
- Real World Problem Solving/Problem Based Learning
- Independent Study/Passion Projects
- Units of Study with Like-Minded Peers

Schoolwide Virtual Enrichment

All JCS and TLS students have access to grade level-specific [Gifted and Talented Virtual Classrooms](#). These virtual classrooms are a space for students to complete various challenges and enrichment opportunities at their own pace. Students are able to receive feedback and additional opportunities based on their needs. The virtual classrooms have expanded the accessibility of enrichment resources directly to the students and allows for students to choose opportunities according to their interests and abilities. The purpose of the activities is to encourage problem solving, develop critical thinking skills, and expand curiosity and imagination in conjunction with the New Jersey Student Learning Standards.

Gifted and Talented Teacher as a Resource

In addition to classroom support, the Gifted and Talented teacher also serves as a resource to all teachers in the building. Teachers that are seeking resources for their high ability learners will receive additional support from the Gifted and Talented teacher in various ways. This may include additional units of study, challenging resources, student projects, and meeting with the G&T teacher as needed.

Additional Enrichment Opportunities

Across all grade levels 3-5, as recommended by the classroom teacher, students exhibiting a need for additional enrichment may have the opportunity to meet with the G&T teacher as the schedule allows. Groupings will be flexible and monitored to best meet the students' needs throughout the school year. Activities will include, brain teasers, puzzles, strategic thinking activities, problem-solving challenges, and STEM challenges. Students engage in an extended process of asking questions, using resources, and developing answers that lead to thinking about what and how they are learning. Students are held accountable for how they work and use their time by demonstrating their learning through products or presentations.

Students self-select to participate in individual and/or group projects based on interest and commitment. The classroom teacher and/or the enrichment teacher will help guide and monitor student exploration of chosen topics, facilitating their learning with resources and teaching of needed skills.

Secondary Schools
Florence M. Gaudineer Middle School
Jonathan Dayton High School

Grades 6-12: Access to specific content programs with higher levels of academic challenges (i.e. Pre-Algebra, Accelerated Communication Arts, and Advanced Placement Classes)

Dual Credit Courses provide students the opportunity to obtain high school credit, and college credit, simultaneously through partnerships with several institutions.

Project Lead the Way (PLTW) students become builders of technology by engaging in real world activities. Students are empowered as design thinkers collaborating on real world projects.

Gifted and Talented Identification Criteria

The Springfield Schools Gifted and Talented Program recognizes that students require differentiated learning experiences beyond the core curriculum being taught because of their advanced abilities in one or more content areas. These students may also have other cognitive qualities such as curiosity, creativity, motivation, leadership, and passion that require modifications to their academic experience.

Multiple Measures of Eligibility

Kindergarten through grade twelve identification process for gifted and talented students includes multiple measures. Multiple measures may include but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology is developmentally appropriate, non-discriminatory, and related to the programs and services offered by the Springfield School District. The identification procedures are reviewed annually.

According to N.J.A.C. 6A:8-3.1, all public school districts must have a board-approved gifted and talented identification process and provide services for identified students enrolled in the grades of that school district. The regulations require that identification and services be made available to students in grades K-12.

When students are recommended for the Gifted and Talented Program there are multiple measures that are considered to determine if services are necessary and appropriate. The assessments used are as follows:

- Cognitive Abilities Test (CogAT)
- Classroom Performance/Student Portfolios
- DRA2 Level
- iReady Diagnostic Scores
- Gifted Indicators Checklist
- Start Strong/NJSLA Assessment Data

The N.J.A.C. requires that students be compared to their chronological peers in the local school district. The New Jersey Department of Education has not established state-level criteria for identifying students who are gifted, such as mandated tests or assessments, grade point averages, or IQ scores. Local school districts must use multiple measures to identify students.

Procedures

<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=2464&id=b8a33a9f505e4998a6db3fb8e1de778b>

Gifted and Talented Program Identification Matrix

Minimum Score Required for Consideration: 14 Points

1 Point	2 Points	3 Points
Cogat Assessment Overall Stanine Score of a 7	Cogat Assessment Overall Stanine Score of an 8	Cogat Assessment Overall Stanine Score of a 9
iReady Math Assessment Just Below Current Grade Level	iReady Math Assessment On Grade Level	iReady Math Assessment ½ Year + Above Current Level
iReady ELA On Grade Level	iReady ELA ½ Year Above Current Level	iReady ELA One Full Grade Level + Above Current Level
NJSLA Math Approaching Expectations	NJSLA Math Met Expectations	NJSLA Math Exceed Expectations
NJSLA ELA Approaching Expectations	NJSLA ELA Met Expectations	NJSLA ELA Exceed Expectations
HOPE Teacher Rating Scale Raw Score: 11 - 29	HOPE Teacher Rating Scale Raw Score: 30 - 49	HOPE Teacher Rating Scale Raw Score: 50-66

Team meetings present the opportunity to review data and assess the educational needs of all students. Teacher provides examples of student work exhibiting above and beyond grade level expectations, creativity, leadership, critical and abstract thinking. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly. The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

Resource Links

https://riversideinsights.com/cognitive_abilities_test

<https://www.curriculumassociates.com/programs/i-ready-learning>

<https://www.nj.gov/education/assessment/resources/>

<https://www.routledge.com/HOPE-Teacher-Rating-Scale-Involving-Teachers-in-Equitable-Identification/Gentry-Pereira-Peters-McIntosh-Fugate/p/book/9781618214522#:~:text=The%20HOPE%20Teacher%20Rating%20Scale,making%20it%20easy%20to%20use.>

Gifted and talented student: The “*[Strengthening Gifted and Talented Education Act](#)*” defines a gifted and talented student as a “student who possesses or demonstrates a high level of ability in one or more content areas when compared to their chronological peers in the school district and who require modifications of their educational program if they are to achieve in accordance with their capabilities.”

Twice-exceptional (2E) students: A twice-exceptional (2E) student is defined as “a student who is both gifted and a student with a disability. These students may also be referred to as having dual exceptionalities or as being gifted with learning disabilities (GT/LD). This also applies to students who are gifted with ADHD or gifted with autism” (New Jersey Association for Gifted Children, www.nagc.org).

Instructional adaptation: An adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student's grade level.

Identifying gifted and talented students: The focus of identification is to provide programming and services in which students' specific learning needs and potential are appropriately addressed and met. In every New Jersey school district, there are students who require modifications to the general education curriculum if they are to achieve in accordance with their abilities. By identifying a student's general intellectual ability, creativity, or specific academic area aptitudes, we are acknowledging that they need programming and services outside of the general education/grade level curriculum to advance their learning.

NJDOE Fast Facts

<https://www.nj.gov/education/standards/gifted/>

<https://www.nj.gov/education/standards/gifted/legislation.shtml>

Supplemental Resources/Programming for Gifted Students

Edward V. Walton

- PETS Program – Primary Education Thinking Skills
- Group Solutions/Group Solutions 2 – Cooperative Logic Activities
- Lollipop Logic
- Beginning Thinking Skills
- AIMS Education Programming

James Caldwell and Thelma L. Sandmeier

Math/ELA

- Project M3: Mentoring Mathematical Minds
- Junior Great Books
- AIMS Education Programming
- Borenson Hands on Equations
- BizWorld
- Perplexors
- Advanced Math Explorations grade 3-5
- Challenging Units for Gifted Learners (ELA and Math)
- Creative Curriculum Extenders
- Differentiated Lessons & Projects
- Challenge Math Grades 4+
- Differentiating Instruction with Menus (All Content Areas)
- Jacob's Ladder
- Genius Hour/Passion Project
- Spatial Reasoning
- Logic Puzzles, Brain Games, Analogies

STEM

- Engineering is Elementary
- Engineer Throughout the Year
- PBS Design Squad
- DefinedSTEM
- Project Lead the Way (PLTW)

Enrichment Events

Experience for all students to be enriched through events related to the curricular or extracurricular activities. Examples include after school clubs, PTA-sponsored events, leadership opportunities, visual and performing arts, and community service opportunities.