



ESL
SCIENCE
BUSINESS
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MATHEMATICS
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WORLD LANGUAGES
GIFTED & TALENTED
TECHNOLOGY EDUCATION
ENGLISH LANGUAGE ARTS
FINE & PERFORMING ARTS
FAMILY & CONSUMER SCIENCE
HEALTH & PHYSICAL EDUCATION

RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Course: English Language Arts

Grade Level: 4

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

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Subject/Course Title:
**English Language Arts
Grade 4**

Date of Board Adoption:
August 27, 2024

RAHWAY PUBLIC SCHOOLS CURRICULUM

English Language Arts: Reading Grade 4

PACING GUIDE

| Unit | Title | Pacing |
|-------------|---|---------------|
| 1 | Exploring Themes, Textual Analysis and Interpretation: Exploring Fiction and Non-Fiction | 8 weeks |
| 2 | Exploring Narrative Perspectives and Cultural Themes through Literary and Informational Texts | 10 weeks |
| 3 | Diving Deep: Analyzing Literature and Informational Texts for Insight and Understanding | 10 weeks |
| 4 | Analyzing, Comparing, and Connecting Texts | 7 weeks |

English Language Arts: Writing Grade 4

PACING GUIDE

| Unit | Title | Pacing |
|-------------|---|---------------|
| 1 | Crafting Compelling Narratives: A Journey into Storytelling | 8 weeks |
| 2 | Explaining Different Types of Tasks: Writing to Analyze Informational and Literary Texts | 10 weeks |
| 3 | Exploring and Explaining: Writing to Analyze and Convey Literary and Informational Insights | 10 weeks |
| 4 | Expressing Opinions: Writing with Reasons and Evidence | 7 weeks |

ACCOMMODATIONS

| | |
|--|---|
| <p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. | <p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule. |
| <p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. | <p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes. |

- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: English Language Arts: **Reading**

Unit Title: Exploring Themes, Textual Analysis, and Interpretation: Exploring Fiction and Non-Fiction

Target Course/Grade Level: 4th Grade

Unit Summary: Exploring Themes, Textual Analysis, and Interpretation: Exploring Fiction and Non-Fiction" is a comprehensive ELA unit designed to deepen students' understanding of literary and informational texts. Throughout the unit, students will engage in close reading and analysis of various texts, focusing on identifying themes, analyzing characters and events, and interpreting the author's purpose and main ideas.

The unit will begin with an exploration of fiction, where students will read and analyze short stories and novels, focusing on how authors develop themes and convey messages through characters, setting, and plot. Students will practice citing textual evidence to support their interpretations and engage in discussions to deepen their understanding of the text.

In the second part of the unit, students will transition to exploring non-fiction texts, including articles, essays, and speeches. They will learn to identify the author's purpose and main idea, as well as analyze how individuals and events are portrayed. Students will practice summarizing texts and interpreting the impact of key individuals and events based on evidence from the text.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

- **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.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **L.WF.4.2** Demonstrate command of the conventions of encoding and spelling.
 - A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
 - B. Write affixed words that involve a sound or spelling change in the base word.
 - C. Spell grade-appropriate words correctly, consulting references as needed.

- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.KL.4.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Choose words and phrases to convey ideas precisely.
 - C. Choose punctuation for effect.
 - 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.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.VI.4.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - B. Determine the meaning of words and phrases that allude to significant characters found in literature.
 - C. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

READING:

- **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.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.
- **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.CI.4.2.** Summarize an informational text and interpret the author's purpose or main idea citing key details from the 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.

WRITING:

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

- A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
- B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information or explanation presented.
- **W.NW.4.3.** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words and phrases to manage the sequence of events.
 - D. Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- **W.WP.4.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - A. Identify audience, purpose, and intended length of composition before writing.
 - B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
 - E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- **W.SE.4.6.** Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
- **W.RW.4.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING:

- **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.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **SL.II.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

- **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.**
- **SL.AS.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.

Career Readiness, Life Literacies, and Key Skills:

- **9.4.5.CL.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.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.3:** Represent the same data in multiple visual formats in order to tell a story about the data.
- **9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Interdisciplinary Connections and Standards:

Social Studies:

- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

Science:

- **3-5-ETS1-2.** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Technology:

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.
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Unit Understandings:

Students will understand that...

- by engaging in close reading, annotation, and discussion, students will develop a deeper understanding of textual meaning across genres.
- through analysis of main ideas, themes, and supporting details, students will learn to make connections and draw inferences from textual evidence.
- by analyzing the impact of individuals and events throughout a text, students will learn how to explain events, procedures, ideas, or concepts based on evidence found in the text.
- by examining the impact of individuals and events on narratives, students will enhance their critical thinking and analytical skills.

Unit Essential Questions:

- How do we explore, interpret, and understand the world around us through the analysis of literature and informational texts, including identifying explicit details, determining themes, main ideas, and evaluating the impact of individuals and events?
- How do we establish daily routines and procedures during our literacy block?
- How do we use specific details from a literary text to explain what it directly says to make meaningful connections to draw inferences?
- How can we summarize a story and understand the message the author is trying to convey by using important details from the text?
- How do individuals and events within a text influence the development of characters, settings, and events? How can we use textual evidence to analyze their impact?
- How do we use specific details from an informational text to explain what it directly says to make meaningful connections to draw inferences?
- How can we summarize an informational text and analyze the author's purpose or main idea by citing key details from the text?
- How do individuals and events shape the course of a historical, scientific, or technical text?
- How can we use evidence from the text to describe their impact and understand the reasons behind their significance?
- How can we understand a text's meaning by examining its main ideas, themes, supporting details, and the impact of individuals and events, while also making connections and drawing inferences from evidence in both fiction and nonfiction texts?

Knowledge and Skills:

Students will know...

- how to identify explicit details in literary texts by closely reading and analyzing the text.
- how to make relevant connections between details in a text.
- how to draw inferences from the text based on details and examples.
- how to identify the theme of a story, drama, or poem.
- how to analyze how characters respond to challenges in a story or drama.
- how to summarize the text while reflecting on the theme.
- how to describe the impact of characters in a text.
- how to analyze the impact of events in a text.
- how to use textual evidence to support in-depth analysis.
- how to identify explicit details in informational texts.
- how to make relevant connections between details in an informational text.
- how to draw inferences from the text based on details and examples.
- how to determine the main idea of an informational text.
- how to explain how the main idea is supported by key details.
- how to summarize the informational text.
- how to describe the impact of individuals in a historical, scientific, or technical text.
- how to explain events, procedures, ideas, or concepts in a text.
- how to use evidence from the text to explain what happened and why.

Students will be able to...

Analyze Text and Draw Meaning:

- identify key details, themes, and supporting evidence in both fiction and nonfiction.
- use textual evidence to explain what the text says explicitly and make inferences based on the information.
- analyze the impact of characters, events, and ideas throughout the text.
- compare and contrast characters, settings, or events across different texts.
- draw conclusions and make connections between the texts and their own experiences.

Comprehend and Summarize Information:

- determine the central idea of a text (fiction and nonfiction) and explain how it's supported by details.
- summarize the main points of a text, identifying the who, what, when, where, why, and how.
- distinguish between main ideas and supporting details in various texts.

Develop Critical Thinking and Communication Skills:

- apply close reading strategies to gain a deeper understanding of the text.
- annotate texts to actively engage with the content and track their thinking.
- think critically by analyzing information, making inferences, and drawing conclusions.
- communicate their understanding effectively through written explanations, discussions, and presentations.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Summative:

- iReady Standards Mastery Information Page
- Unit 1 End of Unit Common Assessments
End of Unit Common Assessment 1A-Fiction/Literary Standards
End of Unit Common Assessment 1B-Nonfiction Standards

Formative:

- Open-ended constructed responses
A Spectacular Ride-CommonLit Read and Open-Ended Response
Jared to the Rescue-CommonLit Read and Open-Ended Response
The Woman and Her Bear-CommonLit Read and Open-Ended Response
Who Took the First First Step on the Moon?- CommonLit Open-Ended Response
The World’s Weirdest Natural Disasters-CommonLit Open Ended Response
The Peanut Man-CommonLit Open-Ended Response
- Exit Tickets

- Think-Pair-Share
- Teacher Observation
- Student Discussion
- Student Oral Response
- Teacher Observations
- Classroom Discussion
- Summarizations
- Self-Evaluations
- Peer Evaluations
- Anecdotal Records
- Running Records
- Conferring Checklist
- Graphic Organizers
- White Board Check-ins

RL.CR.4.1.

Assigning iReady Standards Mastery
 iReady Standards Mastery Information Page
 Support Inferences in Literary Grade 4/Form B
 A Spectacular Ride-CommonLit

RL.CI.4.2.

Assigning iReady Standards Mastery
 iReady Standards Mastery Information Page
 Themes and Summaries Grade4/ Form A
 Jared to the Rescue-CommonLit

RL.IT.4.3.

Assigning iReady Standards Mastery
 iReady Standards Mastery Information Page
 Describe Characters, Setting, and Events Grade 4/Form A
 The Woman and Her Bear-CommonLit

RI.CR.4.1.

Assigning iReady Standards Mastery
 iReady Standards Mastery Information Page
 Using Evidence to Support Inferences Grade 4 Forms A/B
 Who Took the First Step on the Moon?- CommonLit

RI.CI.4.2.

Assigning iReady Standards Mastery
 iReady Standards Mastery Information Page
 Main Idea, Key Details, and Summaries Grade 4/Form A/B
 The World's Weirdest Natural Disasters-CommonLit

RI.IT.4.3.

The Peanut Man-CommonLit

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Content Differentiation:

- **Literary Analysis Stations:** Set up stations around the classroom with excerpts from different texts. Students rotate through the stations, reading the excerpts and identifying explicit details, making inferences, and discussing connections to other texts or personal experiences
- **Theme Exploration:** Have students read a short story or novel and identify the theme. Then, have them create a visual representation (poster, collage, etc.) that represents the theme and present it to the class
- **Character Analysis Graphic Organizer:** Provide students with a graphic organizer to analyze a character from a story. They should identify traits, motivations, and actions, and then use textual evidence to support their analysis
- **Non-Fiction Text Analysis:** Provide students with a nonfiction article and have them identify the author's purpose and main idea. They should then write a brief summary and discuss how the author uses evidence to support their main idea
- **Text Feature Scavenger Hunt:** Give students a non-fiction text and have them search for specific text features (headings, captions, diagrams, etc.). Students should then explain how these features help them understand the text better
- **Historical Event Analysis:** Have students read a historical text or primary source document about a specific event. They should analyze the impact of individuals and events throughout the course of the text, explaining what happened and why based on evidence in the text.
- **Vary Text Complexity:** Offer a range of reading materials with different levels of difficulty to match individual reading abilities. Utilize audiobooks or read-alouds for complex texts.
- **Provide Scaffolds and Supports:** Before tackling challenging texts, introduce key vocabulary or concepts through graphic organizers, visuals, or pre-reading activities.
- **Tiered Assignments:** Design assignments with varying levels of complexity. Students can choose tasks that match their current skill level or collaborate on projects with different components.
- **Choice Boards:** Offer students a selection of activities related to the same concept, allowing them to choose tasks that appeal to their interests or learning styles (e.g., creating a comic strip, writing a poem, building a model).

Process Differentiation:

- **Tiered Reading Groups:** Create tiered reading groups based on student readiness. Each group reads a different text at an appropriate reading level but focuses on the same skill or standard (e.g., identifying explicit details, determining themes)
- **Socratic Seminars:** Organize Socratic Seminars where students discuss open-ended questions related to a text. Provide different levels of questioning based on student readiness
- **Literature Circles:** Divide students into literature circles where they read and discuss a text together. Each group focuses on a different aspect of the text (e.g., characters, themes) and presents their findings to the class
- **Tiered Graphic Organizers:** Provide graphic organizers with different levels of structure and prompts to support students who need more guidance or those who benefit from independent organization.
- **Differentiated Grouping:** Form flexible groups based on student needs for specific activities. This allows for peer collaboration, scaffolding, and differentiated instruction within the groups.

- **Choice of Learning Tools:** Offer students options for how they take notes, complete assignments, and demonstrate understanding (e.g., mind maps, digital presentations, written reports).
- **Guided Reading:** Engage in small group instruction tailored to student reading levels. Through selected texts and targeted questioning, practice reading strategies in a supportive environment. Flexible grouping ensures personalized instruction, building confidence and independence.
- **Daily 5:** Students select from five authentic reading and writing choices, working independently toward personalized goals, while the teacher meets individual needs through whole-group and small-group instruction, as well as one-on-one conferring. (Read to self, work on writing, read to someone, word study, and listen to reading)
- **Daily 3:** Support students to read independently, collaborate with peers, and engage in word work. This approach fosters essential skills at their own pace, nurturing a love for reading and learning.
- **Pair Share:** Engage students to work together in pairs to discuss and share their thoughts, ideas, or responses to a question or prompt.
- **Small Group Instruction:** Work with students in a small group to differentiate instruction based on students' abilities and provide an opportunity for more personalized attention and support. Small group instruction is often used to reinforce concepts, provide additional practice, or introduce new material in a more interactive and focused setting than whole-class instruction.
- **Multiple Learning Strategies:** Incorporate various learning activities like discussions, small group work, independent research projects, kinesthetic activities, or technology integration to cater to different learning styles (auditory, visual, kinesthetic).

Product Differentiation:

- **Alternative Assessments:** Allow students to choose from a variety of assessment options to demonstrate their understanding of a text or concept. Options can include written essays, presentations, creative projects, or multimedia projects
- **Literary Analysis Essay:** Have students write a literary analysis essay focusing on a specific aspect of a text (e.g., theme, character development). Provide support and guidance based on individual student needs
- **Digital Storytelling:** Have students create a digital storytelling project where they retell a story or explain a concept using digital media. This allows for creativity and differentiation in the final product
- **Open-Ended Tasks:** Instead of one-size-fits-all questions, design open-ended tasks that allow students to demonstrate their understanding at their own level and express their creativity.
- **Differentiated Rubrics:** Utilize rubrics with clear criteria tailored to different levels of complexity within an assignment. This provides clear expectations and promotes growth for all learners.
- **Multiple Assessment Options:** Provide students with various ways to showcase their learning, such as presentations, written essays, creative projects (poems, songs, artwork), or multimedia presentations.
- **Open-Ended Tasks:** Instead of one-size-fits-all questions, design open-ended tasks that allow students to demonstrate their understanding at their own level and express their creativity.
- **Differentiated Rubrics:** Utilize rubrics with clear criteria tailored to different levels of complexity within an assignment. This provides clear expectations and promotes growth for all learners.

Additional Differentiation:

- **Interest Integration:** Whenever possible, connect lesson topics to students' interests to enhance engagement and motivation.
- **Technology Integration:** Utilize educational technology tools like online quizzes, graphic organizers apps, or digital storytelling platforms to support learning and cater to diverse needs.
- **Student Choice and Voice:** Empower students to participate in the learning process by offering choices and opportunities to share their insights and preferred learning methods.

RESOURCES

Teacher Resources:

- Unit 1: Reading Pacing Guide with Linked Resources and Mentor Texts
- Ready Teacher Resource Book
- ELL Strategy Library
- District Writing Rubrics
- Daily 5 Padlet

RL.CR.4.1.

Mentor Texts:

- *The Stranger* - Chris Van Allsburg- Read Aloud
- *The Name Jar* - Yangsook Choi- Read Aloud (AAPI)
- *The Other Side* - Jacqueline Woodson- Read Aloud
- *Fish in a Tree*- Lynda Mullaly Hunt Chapters: 2, 3, & 6 (LGBTQ/D)
- *Charlotte's Web*- E.B. White Chapters: 12, 15, & 17
- *As Brave as You*- Jason Reynolds Chapters: 1, 6, 14, 18, & 20
- Inference Graphic Organizers
- Inference Anchor Chart
- Inference Anchor Chart
- Close Reading and Annotating Anchor Charts
- Annotating Anchor Chart
- Citing Evidence Stems Anchor Chart
- Citing and Explaining Evidence Anchor Chart
- Socratic Seminar Guide
- Context Clues Anchor Chart
- Context Clues Graphic Organizer
- Context Clues Graphic Organizer
- Context Clues Graphic Organizer
- Constructed Response RACES Strategy Anchor Chart
- Constructed Response Rubric
- The Little Red Hen-CommonLit

- A Spectacular Ride-CommonLit

RL.CI.4.2.

Mentor Texts:

- *The Other Side*- Jacqueline Woodson- Read Aloud
- *Those Shoes*-Maribeth Boelts- Read Aloud
- *The Hard Times Jar* -Ethel Footman Smothers- Read Aloud
- *The Proudest Blue* - Ibtihaj Muhammad- Read Aloud (AAPI)
- *The Oldest Student: How Mary Walker Learned to Read*- Rita Lorraine Hubbard & Oge Mora- Read Aloud
- *Charlotte's Web*- E.B. White Chapters: 5, 9, & 15
- *Fish in a Tree*- Lynda Mullaly Hunt Chapters: 2, 7, 14, & 20 (LGBTQ/D)
- *As Brave as You*- Jason Reynolds Chapters: 1, 5, 10, & 28
- Theme Graphic Organizers
- Theme Anchor Charts
- Theme Anchor Chart
- Tips for Determining the Theme Anchor Chart
- Theme Graphic Organizer
- Summary Graphic Organizer
- Summary Graphic Organizer
- Summary Anchor Charts
- Close Reading and Annotating Anchor Charts
- Annotating Anchor Chart
- Citing Evidence Stems Anchor Chart
- Citing and Explaining Evidence Anchor Chart
- Socratic Seminar Guide
- Constructed Response RACES Strategy Anchor Chart
- Constructed Response Rubric
- Into the Wind-CommonLit
- Trail into Darkness-CommonLit
- Ice Island-CommonLit
- Constructed Response Rubric
- Fiction Summary Rubric

RL.IT.4.3.

Mentor Texts:

- *The Other Side* - Jacqueline Woodson- Read Aloud
- *The Giver* - Lois Lowry Chapters: 1, 8, 12, 16, 23, & 24
- *Wonder*- R.J. Palacio Combine the following chapters: 1-3, 7-9, 21-23, 28-30, 38-40, & 52-53 (LGBTQ/D)
- *Maniac Magee* -Jerry Spinelli Combine the following chapters: 1-4, 5-9, 15-18, 25-29, & 40-46
- Plot Diagram Anchor Chart
- Plot Structure Anchor Chart
- Elements of a Story Graphic Organizer
- Plot Graphic Organizer
- Plot Graphic Organizer
- Character Traits Anchor Charts

- Character Traits Anchor Chart
- Character Traits Anchor Chart & Graphic Organizer
- Character Traits Anchor Charts and Character Analysis
- Character Analysis Map
- Character-Change Map
- Compare and Contrast Two Characters Map
- Close Reading and Annotating Anchor Charts
- Annotating Anchor Chart
- Citing Evidence Stems Anchor Chart
- Citing and Explaining Evidence Anchor Chart
- Socratic Seminar Guide
- Constructed Response RACES Strategy Anchor Chart
- Constructed Response Rubric
- Hothead-CommonLit
- Emergency on the Mountain-CommonLit
- Nasbah's Rescue-CommonLit

RI.CR.4.1.

Mentor Texts:

- "Number the Stars" - Lois Lowry Chapters: 1, 4, 6, 9, 11, 13, 17, & 18 (HG)
- "Martin Rising: Requiem for a King"-Andrea Davis Pinkney (AAH)
- "The Watcher: Jane Goodall's Life with the Chimps" -Jeanette Winter- Read Aloud
- "The Boy Who Harnessed the Wind"-William Kamkwamba and Bryan Mealer - Read Aloud
- Inference Graphic Organizer
- Inference Anchor Chart
- Inference Anchor Chart
- Close Reading and Annotating Anchor Charts
- Annotating Anchor Chart
- Citing Evidence Stems Anchor Chart
- Citing and Explaining Evidence Anchor Chart
- Socratic Seminar Guide
- Constructed Response RACES Strategy Anchor Chart
- Constructed Response Rubric
- Context Clues Graphic Organizer
- Context Clues Graphic Organizer
- Context Clues Graphic Organizer
- T-Chart
- Venn Diagram
- Textual Evidence Log
- Remember the March- CommonLit
- "A Way with Words"- CommonLit

RI.CI.4.2

Mentor Texts:

- "Henry's Freedom Box"-Ellen Levine- Read Aloud (AAH)
- "The Watsons Go to Birmingham - 1963" -Christopher Paul Curtis Chapters: 1, 4, 7, 12, 15, & 17 (AAH)
- "Martin Rising: Requiem for a King" -Andrea Davis Pinkney (AAH)
- Main Idea Anchor Chart

- Main Idea Anchor Chart
- Topic vs. Main Idea Anchor Chart
- Main Idea vs. ThemeAnchor Chart
- Summary Anchor Chart
- Close Reading and Annotating Anchor Charts
- Annotating Anchor Chart
- Citing Evidence Stems Anchor Chart
- Citing and Explaining Evidence Anchor Chart
- Socratic Seminar Guide
- Constructed Response RACES Strategy Anchor Chart
- Constructed Response Rubric
- Nonfiction Summary Rubric
- Remember the March-CommonLit
- A Sweet Invention-CommonLit
- The Twisted History of the Pretzel-CommonLit
- Video-The Invention of the Potato Chip: George Crum
- Video-Pretzels, How It's Made

RI.IT.4.3

Mentor Texts:

- *Snowflake Bentley*- Jacqueline Briggs Martin- Read Aloud
- *The Tree Lady: The True Story of How One Tree-Loving Woman Changed a City Forever*- H. Joseph Hopkins- Read Aloud
- *The Fantastic Undersea Life of Jacques Cousteau*- Dan Yaccarino- Read Aloud
- *The Watcher: Jane Goodall's Life with the Chimps* - Jeanette Winter- Read Aloud
- Citing Evidence Stems Anchor Chart
- Citing and Explaining Evidence Anchor Chart
- Close Reading and Annotating Anchor Charts
- Annotating Anchor Chart
- Socratic Seminar Guide
- Cause and Effect Anchor Chart
- Cause and Effect Anchor Chart
- Cause and Effect Graphic Organizer
- Cause and Effect Graphic Organizer
- Constructed Response RACES Strategy Anchor Chart
- Constructed Response Rubric
- The Big Splash-CommonLit
- Ring Around the Asteroid-CommonLit
- Lewis and Clark: American Explorers-CommonLit
- Video-The Lewis and Clark Expedition

Equipment Needed:

- Projector/Smartboard
- Student notebooks
- Post-it Notes
- Books
- Chart paper

UNIT OVERVIEW

Content Area: English Language Arts: **Writing**

Unit Title: **Crafting Compelling Narratives: A Journey into Storytelling**

Target Course/Grade Level: 4

Unit Summary: "Crafting Compelling Narratives: A Journey into Storytelling," delves into the fundamentals of storytelling. This unit is designed to equip writers with essential tools and techniques to craft engaging narratives. From understanding narrative structure and character development to exploring various storytelling mediums, students embark on a journey to enhance their storytelling prowess. Through hands-on exercises and analysis of exemplary narratives, participants gain insights into the art of captivating an audience and honing their unique narrative voice.

Approximate Length of Unit: 8 weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

- **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.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
 - D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.WF.4.2** Demonstrate command of the conventions of encoding and spelling.
 - A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
 - B. Write affixed words that involve a sound or spelling change in the base word.
 - C. Spell grade-appropriate words correctly, consulting references as needed.
 - D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

- **L.KL.4.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Choose words and phrases to convey ideas precisely.
 - C. Choose punctuation for effect.
 - 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. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
- B. Determine the meaning of words and phrases that allude to significant characters found in literature.
- C. Recognize and explain the meaning of common idioms, adages, and proverbs.
- D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

READING:

- **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.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.

WRITING:

- **W.NW.4.3.** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words and phrases to manage the sequence of events.
 - D. Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.

- E. Provide a conclusion that follows from the narrated experiences or events.
- **W.WP.4.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - A. Identify audience, purpose, and intended length of composition before writing.
 - B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
 - E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- **W.RW.4.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING:

- **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.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **SL.II.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **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.
- **SL.AS.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.

Career Readiness, Life Literacies, and Key Skills:

- **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.CT.3:** Describe how digital tools and technology may be used to solve problems.

- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.3:** Represent the same data in multiple visual formats in order to tell a story about the data.
- **9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Interdisciplinary Connections and Standards:

Social Studies:

- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

Science:

- **3-5-ETS1-2.** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Technology:

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.

Unit Understandings:

Students will understand that...

Writing Process

- it is important to establish clear routines for gathering materials, maintaining a writer's notebook, and organizing drafts and revisions. (Procedures and Organization)
- it is important to have a clean and organized writing space. (Procedures and Organization)
- it is important to develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach with guidance and support. (W.WP.4.4)
- they need to write routinely over extended time frames and shorter time frames. (W.RW.4.7)

Narrative Writing

- story elements (plot, characters, setting, conflict, resolution) (Narrative Basics) need to be included in their writing.
- it is important to brainstorm narrative writing ideas. (fictional stories) (Narrative Basics) using effective techniques, descriptive details, and clear event sequences is essential for writing narratives. (W.NW.4.3)
- by creating well-developed characters, vivid settings, and a strong plot work together to create a compelling narrative. (Developing Characters, Building Vivid Settings, Creating a Strong Plot)
- analyzing character motivations, voice, and point of view is crucial for rewriting a story's ending from a different character's perspective. (W.NW.4.3, W.WP.4.4).

Revision and Editing

- it is important to revise in order to craft a strong narrative. (Revising for Clarity and Flow)

- revising for clarity and flow involves checking for logical flow, clear transitions, and consistent point of view. (W.WP.4.4)
- it is important to edit for grammar and mechanics, focusing on common errors in narrative writing. (Editing for Grammar and Mechanics)

Unit Essential Questions:

- How can we use our imagination and storytelling skills to create narratives that captivate readers and bring our ideas to life?
- How can establishing clear writing procedures and organizing materials effectively contribute to fostering a productive and successful writing environment?
- How can the use of narrative techniques, character traits, descriptive details, and clear event sequences enhance the development of real or imagined experiences or events in writing?
- How can collaboration with peers and guidance from adults help you improve your writing through planning, revising, and editing?
- How can we use the writing process, from brainstorming ideas to publishing our final drafts, to help us improve our stories and make us better writers?
- How can we analyze fictional stories to figure out the perspective they're written from, and then use that understanding to write a new ending from a different point of view?
- How can we bring life into characters and settings, and use clear sequencing to craft a narrative that not only entertains but also allows us to explore a story from different viewpoints, enriching our understanding of the characters and events?
- How can we make our stories even better by checking if they flow smoothly, making sure everything makes sense, and polishing our writing so it's clear and easy to understand?
- How can the writing process, including planning, revising, and presenting narratives, enhance our ability to develop vivid and engaging stories while fostering continuous improvement in our writing skills?

Knowledge and Skills:

Students will know...

Writing Process

- how to establish clear routines for gathering materials, maintaining a writer's notebook, and organizing drafts and revisions. (Procedures and Organization)
- the importance of a clean and organized writing space. (Procedures and Organization)
- how to develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach with guidance and support. (W.WP.4.4)
- how to write routinely over extended time frames and shorter time frames. (W.RW.4.7)

Narrative Writing

- how to implement story elements (plot, characters, setting, conflict, resolution) into their narrative writing. (Narrative Basics)
- how to brainstorm narrative writing ideas. (fictional stories) (Narrative Basics)
- how to use effective techniques, descriptive details, and clear event sequences to write narratives. (W.NW.4.3)

- how well-developed characters, vivid settings, and a strong plot work together to create a compelling narrative. (Developing Characters, Building Vivid Settings, Creating a Strong Plot)
- how to analyze character motivations, voice, and point of view to rewrite a story's ending from a different character's perspective. (W.NW.4.3, W.WP.4.4)

Revision and Editing

- the importance of revision in creating a strong narrative. (Revising for Clarity and Flow)
- how to revise for clarity and flow, including checking for logical flow, clear transitions, and consistent point of view. (W.WP.4.4)
- how to edit for grammar and mechanics, focusing on common errors in narrative writing. (Editing for Grammar and Mechanics)

Students will be able to...

- write fictional narratives with strong story elements (plot, characters, setting, conflict, resolution).
- brainstorm story ideas and generate them using prompts, pictures, or quick writes.
- craft vivid settings using descriptive details that appeal to the senses.
- develop well-rounded characters by showing their traits and motivations.
- structure a clear plot with a logical sequence of events and a climax.
- revise and edit their writing for clarity, flow, grammar, and mechanics.
- present their final narratives with proper formatting and spelling.
- reflect on their writing process and set goals for improvement.
- analyze character motivations, voice, and point of view.
- rewrite a story from a different character's perspective, considering their unique experiences and emotions.

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|------------------------------------|
| <i>EVIDENCE OF LEARNING</i> |
|------------------------------------|

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Graphic Organizers
- Published Narratives
- Published Narrative Alternate Endings
- Quick Writes
- Conferencing Notes/Checklist
- Cold Read & Write Baseline Assessment- Time Travel in the Fourth Grade-CommonLit Narrative Baseline Prompt
- End of Unit Assessment- Into the Wind-CommonLit Narrative Prompt
- Narrative Alternate Ending End of the Unit Assessment-Letters from Leo-CommonLit Alternate Ending Prompt

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Content Differentiation:

- Provide different versions of assignments with varying levels of complexity (basic, moderate, advanced).
 - Basic versions might focus on fewer plot points, simpler characters, or shorter writing lengths.
 - Advanced versions could offer opportunities to explore complex literary devices, multiple character perspectives, or deeper themes.
- **Choice Boards:**
 - Give students a variety of options to pique their interests
 - Offer students a variety of prompts or topics within the narrative writing unit.
 - This allows them to choose stories that align with their interests and reading levels.
- **Graphic Organizers:**
 - Provide graphic organizers with varying formats and levels of detail to scaffold brainstorming and story planning for students who need more support.

Process Differentiation:

- Group students based on similar needs or skill levels for focused instruction and peer collaboration.
 - Advanced learners might work together on more complex writing tasks, while students needing additional support can benefit from peer review and guided practice.
- **Scaffolding:**
 - Offer sentence starters, word banks, or story maps to help students who struggle with getting started or expressing their ideas.
 - Gradually reduce scaffolding as students gain confidence and independence.
- **Alternative Activities:**
 - Provide alternative activities for students who learn best through different modalities.
 - This could include storytelling podcasts, creating storyboards, or acting out scenes.

Product Differentiation:

- Allow students to present their final narratives in various formats, like traditional written stories, illustrated narratives, digital presentations, or even short films.
- **Differentiated Length Requirements:**
 - Adjust the required word count based on student ability. Advanced learners can write longer narratives, while students needing more support can focus on creating shorter, well-developed pieces.
- **Collaborative Writing:**
 - Allow struggling students to work collaboratively on a single narrative, sharing the writing and brainstorming responsibilities.

Additional Differentiation:

- Use technology tools like screen readers, audiobooks, or voice dictation software to support students with learning differences.
- Explore online writing platforms with collaborative features and built-in grammar checks.

- **Ongoing Assessment:**
 - Continuously assess student progress through observations, conferences, and writing samples.
 - Use this information to adjust instruction and differentiation strategies to meet individual needs.
- **Student Choice and Voice:**
 - Offer choices throughout the writing process to empower students and make learning more engaging.
 - Encourage students to reflect on their writing strengths and areas for improvement, setting personal goals for growth.

RESOURCES

Teacher Resources:

- Unit 1: Writing Pacing Guide with Linked Resources and Mentor Texts
- Assigning iReady Standards Mastery
- Ready Teacher Resource Book
- ELL Strategy Library

W.NW.4.3, W.WP.4.4.W.RW.4.7.

Mentor Texts:

- *The One and Only Ivan* - Katherine Applegate
- *Wonder* - R.J. Palacio (LGBTQ/D)
- *Last Stop on Market Street* - Matt de la Peña- Read Aloud
- *The Day the Crayons Quit*- Drew Daywalt- Read Aloud
- *The True Story of the Three Little Pigs* -Jon Scieszka Read Aloud
- *Charlie and the Chocolate Factory*- Roald Dahl
- *Because of Winn-Dixie*- Kate DiCamillo
- *Where the Mountain Meets the Moon*-Grace Lin (AAPT)

Writing Folder:

- Traits for Good Writing
- Good Leads
- Descriptive Words
- Conference Recording Sheet
- Conferencing Stems
- Transitional Words
- Rubric
- What Good Writers Do Anchor Chart
- Writing Process Anchor Chart

Mini Lesson Ideas

Paragraph Writing Review

- Anchor Charts and Graphic Organizer
- Anchor Charts (Topic Sentence, Closing Sentence, Details) and Graphic Organizers

- Writing a Paragraph Practice
- Conclusion Sentence Activity

Narrative Writing:

- Narrative Writing Anchor Chart
- Graphic Organizer

Mini Lesson Ideas:

- Creating Engaging Hooks
- Characterization
- Plot

Mini Lesson Ideas:

Show Don't Tell

- Anchor Chart 1
- Anchor Chart 2
- Anchor Chart 3

Mini Lesson Ideas:

Dialogue

- Dialogue Presentation
- Anchor Chart
- Quotation Marks
- Descriptive Writing
- Narrative Checklist

Revising and Editing Mini Lessons

- Editing Checklist
- Editing Checklist
- Revising and Editing Checklist
- Revising vs. Editing Anchor Chart

Transition Words and Phrases:

- Transitions

Conclusion Mini Lessons

- Endings/Conclusions Anchor Chart

Point of View Mini Lesson:

- Point of View
- Point of View Anchor Charts
- Point of View Essential Questions List

Equipment Needed:

- Writing Folder
- Mentor Texts
- Writing Folder Materials
- Projector
- Student notebooks
- Post-it Notes
- Chart paper

UNIT OVERVIEW

Content Area: English Language Arts: **Reading**

Unit Title: Exploring Narrative Perspectives and Cultural Themes through Literary and Informational Texts

Target Course/Grade Level: 4th Grade

Unit Summary: In this unit, students will delve into a rich array of literary and informational texts to explore and compare narrative perspectives and cultural themes. They will examine how different authors present stories and information from various points of view, including first-person and third-person narrations. Students will analyze the structural elements of poems, drama, and prose, understanding how each form conveys meaning uniquely.

Through close reading and thoughtful discussion, students will compare and contrast the treatment of similar themes, topics, and patterns of events across texts from diverse cultural backgrounds. They will engage with texts like "The Tale of Despereaux," exploring its narrative structure and contrasting it with other stories to uncover different perspectives and thematic approaches.

Students will also investigate informational texts, learning to identify and analyze key ideas and details, and how authors' choices in structure and point of view influence the reader's understanding. This comprehensive exploration will enhance students' critical thinking and analytical skills, preparing them to write well-organized and insightful essays that communicate their findings effectively.

By the end of the unit, students will have a deeper appreciation for the diversity of narrative techniques and cultural themes in literature and informational texts. They will be equipped with the tools to articulate their insights and interpretations, fostering a greater understanding of the world through the lens of different perspectives and stories.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

- **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.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.WF.4.2** Demonstrate command of the conventions of encoding and spelling.
 - A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
 - B. Write affixed words that involve a sound or spelling change in the base word.
 - C. Spell grade-appropriate words correctly, consulting references as needed.
 - D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.KL.4.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Choose words and phrases to convey ideas precisely.
 - C. Choose punctuation for effect.
 - 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.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.VI.4.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - B. Determine the meaning of words and phrases that allude to significant characters found in literature.
 - C. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

READING:

- **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.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.
- **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.MF.4.6.** Make connections between specific descriptions and directions in a text and a visual or oral representation of the 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.CT.4.8.** Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.
- **RI.MF.4.6.** Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

WRITING:

- **W.IW.4.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
 - B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information or explanation presented.
- **W.NW.4.3.** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words and phrases to manage the sequence of events.
 - D. Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- **W.WP.4.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - A. Identify audience, purpose, and intended length of composition before writing.
 - B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
 - E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- **W.SE.4.6.** Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
- **W.RW.4.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING:

- **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.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **SL.II.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
 - **SL.ES.4.3.** Identify the reasons and evidence a speaker provides to support particular points.
 - **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.
 - **SL.AS.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.

Career Readiness, Life Literacies, and Key Skills:

- **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.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.3:** Represent the same data in multiple visual formats in order to tell a story about the data.
- **9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Interdisciplinary Connections and Standards:

Social Studies:

- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

Science:

- **3-5-ETS1-2.** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Technology:

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.

Unit Understandings:

Students will understand that...

- by engaging in close reading, annotation, and discussion, students will develop a deeper understanding of textual meaning across genres.
- through analysis of a text the difference between first-person and third-person narrations and how these perspectives affect the way a story is told and understood.
- an author's choice of narrative perspective can influence the reader's connection to the characters and events in a story.
- cultural backgrounds influence how authors address similar themes and topics, revealing diverse perspectives and patterns of events in literary and informational texts.
- comparing and contrasting multiple accounts of the same event or topic helps identify important similarities and differences in the points of view presented by different authors.
- critical thinking and interpretation are essential for analyzing and connecting narrative techniques and thematic elements across various texts.
- using textual evidence to support their interpretations strengthens their analytical writing and helps convey their findings and reflections with clarity.
- writing clear, well-organized essays is crucial for effectively communicating their analysis and insights about literary and informational texts.

Unit Essential Questions:

- How do the structural elements of poetry, drama, and prose shape the narrative experience, and how do differing points of view and cultural perspectives influence the portrayal of similar themes and events across literary and informational texts?
- How do the structural elements and narrative perspectives of poems, drama, and prose impact the way we interpret and engage with literary texts?
- How do different cultural perspectives shape the treatment of common themes, topics, and events in literature, and what can we learn from comparing these diverse interpretations?
- How do different perspectives and interpretations of the same event or topic shape our understanding, and what insights can be gained by comparing and contrasting multiple accounts?
- How do cultural perspectives influence the presentation of similar themes, topics, and patterns of events in informational texts, and what can we learn from comparing these diverse viewpoints?
- How do graphics and visuals enhance our understanding of central ideas in informational texts, and how can we effectively use evidence from these visuals to support our comprehension and analysis?
- How can we compare and contrast different types of literary and informational texts, analyze their themes, structures, and perspectives, and effectively communicate our findings?

Knowledge and Skills:

Students will know...

- how to understand the structural elements of poetry, drama, and prose.
- how narrative perspective affects storytelling.
- insight into cultural influences on themes and events in texts.
- how to identify and analyze structural elements in different types of texts.
- how to compare and contrast points of view in various narratives.
- how to examine and interpret the influence of cultural perspectives on themes and events.
- how to identify cultural perspectives in literature.

- how to understand common themes, topics, and events in different cultural contexts.
- how to compare and contrast the treatment of themes across cultures.
- how to analyze the influence of cultural perspectives on literary interpretation.
- how to draw insights from diverse cultural interpretations of common themes.
- how to understand different perspectives influences interpretation.
- how to understand multiple accounts of the same event or topic.
- how to compare and contrast various perspectives on the same event or topic.
- how to analyze different interpretations shapes understanding.
- how to synthesize insights from multiple accounts to form a comprehensive understanding.
- how to understand that cultural perspectives shape informational texts.
- how to understand common themes, topics, and patterns in informational texts from various cultures.
- how to compare the presentation of themes and events in informational texts across cultures.
- how to analyze the influence of cultural perspectives on informational content.
- how to draw lessons and insights from diverse cultural viewpoints.
- the importance of understanding the role of graphics and visuals in informational texts.
- how visuals support and enhance textual information.
- how to interpret and analyze graphics and visuals in informational texts.
- how to use evidence from visuals to support comprehension and analysis.
- how to integrate visual evidence with textual analysis to deepen understanding.

Students will be able to...

Understand Structural Elements in Literature

- Differences in Text Types: Students will understand that poems, drama, and prose have distinct characteristics and structural elements.
- Poetry Structures: Students will understand the structural elements of poems, including verse, rhythm, and meter.
- Drama Structures: Students will understand the structural elements of drama, including casts of characters, settings, descriptions, dialogue, and stage directions.
- Application: Students will understand how to refer to these structural elements when writing or speaking about a text.

Understand Points of View in Narratives

- Narrative Perspectives: Students will understand the difference between first-person and third-person narration.
- Influence on Storytelling: Students will understand how the point of view influences the way a story is narrated.
- Comparison Skills: Students will understand how to compare and contrast different points of view in various stories.

Understand Themes Across Cultures in Literature

- Cultural Variations: Students will understand that similar themes, topics, and patterns of events can be treated differently in literary texts from different cultures.
- Theme Identification: Students will understand how to identify themes, topics, and patterns of events in texts from diverse cultures.
- Comparative Analysis: Students will understand how to compare and contrast these elements across different cultural texts.

Connect Descriptions to Visual/Oral Representations

- Text and Media Connections: Students will understand the connections between specific descriptions and directions in a text and their visual or oral representations.
- Enhanced Understanding: Students will understand how visual and oral representations can enhance the understanding of a text.

- Articulation Skills: Students will understand how to articulate these connections when discussing a text.

Compare Multiple Accounts of Events

- Diverse Perspectives: Students will understand that multiple accounts of the same event or topic can offer different perspectives.
- Comparison Skills: Students will understand how to compare and contrast these different accounts.
- Point of View Analysis: Students will understand the similarities and differences in points of view represented in multiple accounts of the same event or topic.

Understand Themes Across Cultures in Informational Texts

- Cultural Variations in Information: Students will understand that similar themes, topics, and patterns of events can be treated differently in informational texts from different cultures.
- Theme Identification in Information: Students will understand how to identify themes, topics, and patterns of events in informational texts from diverse cultures.
- Comparative Analysis in Information: Students will understand how to compare and contrast these elements across different cultural texts.

Use Graphics and Visuals to Support Ideas

- Role of Graphics and Visuals: Students will understand how graphics and visuals support and enhance the central ideas in informational texts.
- Evidence-Based Analysis: Students will understand how to use evidence from graphics and visuals to support their comprehension and analysis of a text.
- Articulation Skills: Students will understand how to articulate the connections between graphics/visuals and the central ideas they support.

Develop Critical Thinking and Communication Skills:

- Apply close reading strategies to gain a deeper understanding of the text.
- Annotate texts to actively engage with the content and track their thinking.
- Think critically by analyzing information, making inferences, and drawing conclusions.
- Communicate their understanding effectively through written explanations, discussions, and presentations.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Summative:

- i-Ready Standards Mastery
- Unit 2 End of Unit Common Assessments
End of Unit Common Assessment 2A- Fiction/Literary Standards
End of Unit Common Assessment 2B-Nonfiction Standards

Formative:

- Open-ended constructed responses
- Exit Tickets
- Think-Pair-Share
- Teacher Observation

- Student Discussion
- Student Oral Response
- Teacher Observations
- Classroom Discussion
- Summarizations
- Self-Evaluations
- Peer Evaluations
- Anecdotal Records
- Conferring Checklist
- Graphic Organizers
- White Board Check-ins

RL.TS.4.4.

Assigning iReady Standards Mastery

iReady Standards Mastery Information Page

Understand Elements of Poetry and Drama Grade 4 Form A

Compare Poems, Plays, and Prose Grade 4 Form A

Compare Poems, Plays, and Prose Grade 4 Form B

RL.PP.4.5.

Assigning iReady Standards Mastery

iReady Standards Mastery Information Page

Compare Points of View Grade 4 Form B

RL.CT.4.8.

Why is the Sky Far Away -CommonLit

The Sun, Moon, and Stars- CommonLit

RL.MF.4.6.

Performance Task

RI.PP.4.5.

Assigning iReady Standards Mastery

iReady Standards Mastery Information Page

Compare Accounts of the Same Topic Grade 4 Form A

RI.CT.4.8.

Performance Task

RI.MF.4.6.

Performance Task

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Content Differentiation:

- Provide texts at different reading levels to accommodate varying reading abilities.
- Offer texts with diverse cultural backgrounds and perspectives to ensure representation for all students.
- Supplement text-based content with audio recordings or videos for auditory learners.
- Utilize graphic novels or illustrated texts for visual learners.

- Incorporate texts with varied genres, such as fiction, nonfiction, poetry, and drama, to cater to diverse interests and preferences.
- **Literary Analysis Stations:** Set up stations around the classroom with excerpts from different texts. Students rotate through the stations, reading the excerpts and identifying explicit details, making inferences, and discussing connections to other texts or personal experiences
- **Theme Exploration:** Have students read a short story or novel and identify the theme. Then, have them create a visual representation (poster, collage, etc.) that represents the theme and present it to the class
- **Character Analysis Graphic Organizer:** Provide students with a graphic organizer to analyze a character from a story. They should identify traits, motivations, and actions, and then use textual evidence to support their analysis
- **Non-Fiction Text Analysis:** Provide students with a nonfiction article and have them identify the author's purpose and main idea. They should then write a brief summary and discuss how the author uses evidence to support their main idea
- **Text Feature Scavenger Hunt:** Give students a non-fiction text and have them search for specific text features (headings, captions, diagrams, etc.). Students should then explain how these features help them understand the text better
- **Historical Event Analysis:** Have students read a historical text or primary source document about a specific event. They should analyze the impact of individuals and events throughout the course of the text, explaining what happened and why based on evidence in the text.

Process Differentiation:

- Offer guided reading groups based on students' reading levels, providing targeted instruction and support.
- Implement flexible grouping strategies to allow students to collaborate and learn from peers with similar learning styles or interests.
- Provide choice in how students demonstrate their understanding of textual elements, such as through written responses, oral presentations, visual projects, or multimedia creations.
- Use scaffolding techniques, such as graphic organizers, sentence starters, or peer modeling, to support students in analyzing and interpreting texts.
- Offer differentiated questioning techniques to engage students at different cognitive levels, including literal, inferential, and evaluative questions.
- **Tiered Reading Groups:** Create tiered reading groups based on student readiness. Each group reads a different text at an appropriate reading level but focuses on the same skill or standard (e.g., identifying explicit details, determining themes)
- **Socratic Seminars:** Organize Socratic Seminars where students discuss open-ended questions related to a text. Provide different levels of questioning based on student readiness
- **Literature Circles:** Divide students into literature circles where they read and discuss a text together. Each group focuses on a different aspect of the text (e.g., characters, themes) and presents their findings to the class
- **Tiered Graphic Organizers:** Provide graphic organizers with different levels of structure and prompts to support students who need more guidance or those who benefit from independent organization.
- **Differentiated Grouping:** Form flexible groups based on student needs for specific activities. This allows for peer collaboration, scaffolding, and differentiated instruction within the groups.
- **Choice of Learning Tools:** Offer students options for how they take notes, complete assignments, and demonstrate understanding (e.g., mind maps, digital presentations, written reports).

- **Guided Reading:** Engage in small group instruction tailored to student reading levels. Through selected texts and targeted questioning, practice reading strategies in a supportive environment. Flexible grouping ensures personalized instruction, building confidence and independence.
- **Daily 5:** Students select from five authentic reading and writing choices, working independently toward personalized goals, while the teacher meets individual needs through whole-group and small-group instruction, as well as one-on-one conferring. (Read to self, work on writing, read to someone, word study, and listen to reading)
- **Daily 3:** Support students to read independently, collaborate with peers, and engage in word work. This approach fosters essential skills at their own pace, nurturing a love for reading and learning.
- **Pair Share:** Engage students to work together in pairs to discuss and share their thoughts, ideas, or responses to a question or prompt.
- **Small Group Instruction:** Work with students in a small group to differentiate instruction based on students' abilities and provide an opportunity for more personalized attention and support. Small group instruction is often used to reinforce concepts, provide additional practice, or introduce new material in a more interactive and focused setting than whole-class instruction.

Product Differentiation:

- Allow students to choose from a variety of final products to demonstrate their understanding, such as essays, posters, presentations, videos, or creative projects.
- Provide rubrics or checklists with varying levels of complexity to accommodate different levels of mastery and challenge.
- Offer options for students to showcase their understanding through different modalities, such as written, visual, or multimedia formats.
- Encourage students to personalize their projects based on their interests, allowing for creativity and individual expression.
- Provide opportunities for students to collaborate on projects, allowing them to leverage each other's strengths and skills.
- **Alternative Assessments:** Allow students to choose from a variety of assessment options to demonstrate their understanding of a text or concept. Options can include written essays, presentations, creative projects, or multimedia projects
- **Literary Analysis Essay:** Have students write a literary analysis essay focusing on a specific aspect of a text (e.g., theme, character development). Provide support and guidance based on individual student needs
- **Digital Storytelling:** Have students create a digital storytelling project where they retell a story or explain a concept using digital media. This allows for creativity and differentiation in the final product
- **Open-Ended Tasks:** Instead of one-size-fits-all questions, design open-ended tasks that allow students to demonstrate their understanding at their own level and express their creativity.
- **Differentiated Rubrics:** Utilize rubrics with clear criteria tailored to different levels of complexity within an assignment. This provides clear expectations and promotes growth for all learners.

Additional Differentiation:

- Offer extension activities or enrichment opportunities for students who demonstrate advanced understanding or mastery of concepts.
- Provide additional support resources, such as vocabulary lists, glossaries, or audio recordings, for English language learners or students with language-based challenges.

- Incorporate hands-on activities or kinesthetic learning experiences for tactile learners.
- Implement peer tutoring or buddy systems to provide additional support and encouragement for struggling students.
- Offer opportunities for students to self-assess and set personalized learning goals, fostering ownership of their learning journey.
- **Interest Integration:** Whenever possible, connect lesson topics to students' interests to enhance engagement and motivation.
- **Technology Integration:** Utilize educational technology tools like online quizzes, graphic organizers apps, or digital storytelling platforms to support learning and cater to diverse needs.
- **Student Choice and Voice:** Empower students to participate in the learning process by offering choices and opportunities to share their insights and preferred learning methods.

RESOURCES

Teacher Resources:

- Unit 2: Reading Pacing Guide with Linked Resources and Mentor Texts
- Ready Teacher Resource Book
- ELL Strategy Library
- District Writing Rubrics
- Daily 5 Padlet

RL.TS.4.4.

Mentor Texts:

- **Poetry:** "Where the Sidewalk Ends"- Shel Silverstein - Read Aloud
- "Dreams"- Langston Hughes- Read Aloud
- **Drama:** "Charlotte's Web" adapted by Joseph Robinette Act I, Scene 1, Act I, Scene 5, Act II, Scene 3, Act II, Scene 5
- **Prose:** *Charlotte's Web*- E.B. White Chapters: 1, 6, 10, & 12
- *The Tale of Despereaux*-Kate DiCamillo Chapters: 1, 2, 15, 16, 18
- Prose and Poetry Structural Elements Anchor Charts
- Drama Structural Elements Anchor Chart
- Poetry, Prose, and Drama Elements Anchor Chart
- Point of View
- Venn Diagram Graphic Organizers
- Figurative Language Anchor Chart
- Figurative Language Anchor Charts
- Close Reading and Annotating Anchor Charts
- Annotating Anchor Chart
- Citing Evidence Stems Anchor Chart
- Citing and Explaining Evidence Anchor Chart
- Socratic Seminar Guide
- Constructed Response RACES Strategy Anchor Chart
- Constructed Response Rubric
- Tall, Wide, and Piercing Eyes- CommonLit
- Coconuts-CommonLit

RL.PP.4.5.

- Mentor Texts:
- *Charlotte's Web*- E.B. White Chapters: 1, 6, 10, & 12
- *The Tale of Despereaux*-Kate DiCamillo Chapters: 1, 2, 15, 16, 18
- Point of View
- Point of View Anchor Charts
- Point of View Essential Questions List
- Point of View Graphic Organizer
- Narrator's/Author's Point of View Graphic Organizer
- Narrator's/Author's Point of View Graphic Organizer
- Point of View Graphic Organizer
- Venn Diagram Graphic Organizers
- Socratic Seminar Guide
- Close Reading and Annotating Anchor Charts
- Annotating Anchor Chart
- Citing Evidence Stems Anchor Chart
- Citing and Explaining Evidence Anchor Chart
- Constructed Response RACES Strategy Anchor Chart
- Constructed Response Rubric
- Tall, Wide, and Piercing Eyes- CommonLit
- Coconuts-CommonLit

RL.CT.4.8.

Mentor Texts:

- *Esperanza Rising* Pam Muñoz Ryan Chapters: 1, 4, 7, 10, 13
- *Where the Mountain Meets the Moon* - Grace Lin Chapters: 1, 3, 8, 16, 24, 40
- *Grandfather's Journey*- Allen Say- Read Aloud
- *The Lotus Seed*- Sherry Garland- Read Aloud
- *Mufaro's Beautiful Daughters: An African Tale*- John Steptoe- Read Aloud
- Venn Diagram Graphic Organizers
- Compare and Contrast Graphic Organizers
- Compare and Contrast Approach Anchor Chart
- Close Reading and Annotating Anchor Charts
- Annotating Anchor Chart
- Citing Evidence Stems Anchor Chart
- Socratic Seminar Guide
- Citing and Explaining Evidence Anchor Chart
- Constructed Response RACES Strategy Anchor Chart
- Constructed Response Rubric
- The Sacrifice of the Rainbow Bird-CommonLit
- Lazy Anansi-CommonLit
- The Flying Tortoise-CommonLit

RL.MF.4.6.

Mentor Texts:

- *The Fantastic Flying Books of Mr. Morris Lessmore*- William Joyce- Read Aloud

- *Jumanji* - Chris Van Allsburg- Read Aloud
- Venn Diagram Graphic Organizers
- Compare and Contrast Graphic Organizers
- Compare and Contrast Approach Anchor Chart
- TChart
- Socratic Seminar Guide
- Close Reading and Annotating Anchor Charts
- Annotating Anchor Chart
- Citing Evidence Stems Anchor Chart
- Citing and Explaining Evidence Anchor Chart
- Constructed Response RACES Strategy Anchor Chart
- Constructed Response Rubric

RI.PP.4.5.

- *Freedom Walkers: The Story of the Montgomery Bus Boycott* - Russell Freedman Chapters: 1, 2, 3, 4, 5, & 6 (AAH)
- *The Great Fire* - Jim Murphy Chapters: 1, 2, 4, 6, & 7
- *The Great Kapok Tree: A Tale of the Amazon Rainforest* - Lynne Cherry- Read Aloud
- *The Teachers March! How Selma's Teachers Changed History* - Sandra Neil Wallace, Rich Wallace- Read Aloud (AAH)
- *Through My Eyes* - Ruby Bridges (AAH)
- Venn Diagram Graphic Organizers
- Compare and Contrast Graphic Organizers
- Information, Source, and Page Chart
- Close Reading and Annotating Anchor Charts
- Annotating Anchor Chart
- Citing Evidence Stems Anchor Chart
- Citing and Explaining Evidence Anchor Chart
- Constructed Response RACES Strategy Anchor Chart
- Constructed Response Rubric
- Cornell Notes Template (Can be used for taking notes while watching the video.)
- Socratic Seminar Guide

RI.CT.4.8.

Mentor Texts:

- *Hidden Figures: The True Story of Four Black Women and the Space Race* - Margot Lee Shetterly Chapters 2, 4, 6, 8, 11, & 15 (AAH)
- *I Am Malala: How One Girl Stood Up for Education and Changed the World* - Malala Yousafzai Chapters: 5, 8, 11, 13, 15, 18
- *The Boy Who Harnessed the Wind: Creating Currents of Electricity and Hope* -William Kamkwamba and Bryan Mealer Chapters: 1, 3, 5, 7, 10, & 13
- *The Whispering Cloth: A Refugee's Story* - Pegi Deitz Shea- Read Aloud
- *Mama Miti: Wangari Maathai and the Trees of Kenya* -Donna Jo Napoli- Read Aloud
- Close Reading and Annotating Anchor Charts
- Annotating Anchor Chart
- Citing Evidence Stems Anchor Chart
- Citing and Explaining Evidence Anchor Chart
- Socratic Seminar Guide

- Constructed Response RACES Strategy Anchor Chart
- Constructed Response Rubric
- Compare and Contrast Graphic Organizer

RI.MF.4.6.

Mentor Texts:

- *The Brain: Our Nervous System* - Seymour Simon- Read Aloud
- *The Great Kapok Tree: A Tale of the Amazon RainForest* -Lynne Cherry- Read Aloud
- *Moonshot: The Flight of Apollo 11*- Brian Floca- Read Aloud
- Close Reading and Annotating Anchor Charts
- Annotating Anchor Chart
- Citing Evidence Stems Anchor Chart
- Citing and Explaining Evidence Anchor Chart
- Constructed Response RACES Strategy Anchor Chart
- Constructed Response Rubric
- Information, Source, and Page Chart
- Socratic Seminar Guide
- Cornell Notes Template
- Bermuda Triangle Passages
- The Truth of the Bermuda Triangle-Video

Equipment Needed:

- Projector/Smartboard
- Student notebooks
- Post-it Notes
- Books
- Chart paper

UNIT OVERVIEW

Content Area: English Language Arts: **Writing**

Unit Title: Exploring Different Types of Tasks: Writing to Analyze Informational and Literary Texts

Target Course/Grade Level: 4th

Unit Summary: In this unit, students will deepen their analytical skills by exploring and comparing both literary and informational texts. They will learn how to effectively analyze characters, settings, and events in stories, as well as examine themes and messages in various texts. The unit will emphasize the importance of using textual evidence to support their analysis, helping students to develop well-founded arguments and insights.

Through a variety of differentiated activities, students will engage in close reading and critical thinking, honing their ability to identify and interpret literary devices and informational text features. They will compare and contrast different perspectives and approaches within and across texts, gaining a comprehensive understanding of how content is presented and explored in different formats.

Students will practice writing analytical essays that clearly articulate their interpretations, supported by evidence from the texts. They will learn to organize their writing with a strong thesis, coherent arguments, and logical conclusions. Additionally, students will engage in discussions, presentations, and creative projects, allowing them to express their understanding in diverse ways.

By the end of the unit, students will be able to analyze content through both literary and informational texts, demonstrating their ability to explore and articulate complex ideas. They will be equipped with the skills to critically engage with a wide range of written content, preparing them for more advanced analytical tasks in the future.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

- **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.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.

- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
 - **L.WF.4.2** Demonstrate command of the conventions of encoding and spelling.
 - A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
 - B. Write affixed words that involve a sound or spelling change in the base word.
 - C. Spell grade-appropriate words correctly, consulting references as needed.
 - D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
 - **L.KL.4.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Choose words and phrases to convey ideas precisely.
 - C. Choose punctuation for effect.
 - 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.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
 - **L.VI.4.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - B. Determine the meaning of words and phrases that allude to significant characters found in literature.
 - C. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

READING:

- **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.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.CI.4.2.** Summarize a literary text and interpret the author's theme citing key details 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.
- **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.
- **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.
- **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.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.MF.4.6.** Make connections between specific descriptions and directions in a text and a visual or oral representation of the 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.CT.4.8.** Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.
- **RI.MF.4.6.** Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

WRITING:

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

This standard helps students understand how to analyze content through literary text. It shows that students can do more than just write informational texts—they can explore characters, settings, and events in stories.

EX: When students are asked to write according to this standard, they are expected to create a piece of writing that delves into a literary work, such as a book, poem, or play, and explain it clearly. This means breaking down the themes, characters, plot, and other elements of the work, and presenting your insights and interpretations in a way that's easy for readers to understand. So, when a student sees this standard, think about how they can analyze a piece of literature and communicate their findings effectively through their writing.

- **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 (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING:

- **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.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
 - **SL.II.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
 - **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.
 - **SL.AS.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.

Career Readiness, Life Literacies, and Key Skills:

- **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.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.3:** Represent the same data in multiple visual formats in order to tell a story about the data.
- **9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Interdisciplinary Connections and Standards:

Social Studies:

- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

Science:

- **3-5-ETS1-2.** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Technology:

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.

Unit Understandings:

Students will understand that...

Writing Process

- it is important to establish clear routines for gathering materials, maintaining a writer's notebook, and organizing drafts and revisions. (Procedures and Organization)
- it is important to have a clean and organized writing space. (Procedures and Organization)
- it is important to develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach with guidance and support. (W.WP.4.4)
- they need to write routinely over extended time frames and shorter time frames. (W.RW.4.7)

Literary and Research Simulation Tasks

- writing analytical essays involves clearly expressing insights about characters, settings, and events, supported by textual evidence.
analytical writing requires a structured approach, including a clear thesis, well-organized arguments, and coherent conclusions.
- effective analysis requires supporting interpretations with specific evidence from the text.
- textual evidence includes direct quotes, descriptions, and specific details that back up analytical claims.
- analyzing literary and informational texts fosters critical thinking and interpretation skills.
- questioning, inferring, and drawing conclusions about the text beyond surface-level understanding is important.
- the skills developed in analyzing literary and informational texts can be applied to other forms of writing and across different subjects.

Revision and Editing

- it is important to revise in order to craft a strong narrative. (Revising for Clarity and Flow)
- revising for clarity and flow involves checking for logical flow, clear transitions, and consistent point of view. (W.WP.4.4)
- it is important to edit for grammar and mechanics, focusing on common errors in narrative writing. (Editing for Grammar and Mechanics)

Unit Essential Questions:

- How can we use informative writing to analyze and clearly convey our understanding of characters, settings, and events in literary texts?
- How can we effectively analyze and examine informational texts to write a comprehensive and insightful research simulation task?
- How can we effectively analyze and examine literary passages to craft a clear and well-organized literary analysis essay?
- How can we effectively analyze and examine informational passages and multimedia sources to craft a clear and well-organized research simulation essay?

Knowledge and Skills:

Students will know...

Writing Process

- how to establish clear routines for gathering materials, maintaining a writer's notebook, and organizing drafts and revisions. (Procedures and Organization)
- the importance of a clean and organized writing space. (Procedures and Organization)
- how to develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach with guidance and support. (W.WP.4.4)
- how to write routinely over extended time frames and shorter time frames. (W.RW.4.7)

Literary and Research Simulation Tasks

- how to recognize different types of textual evidence (e.g., quotes, descriptions, specific details) in both literary and informational texts.
- how to select relevant evidence to support analysis.
- how to understand character traits, motivations, and development in literary texts.
- how to recognize methods of characterization (e.g., direct and indirect characterization).
- how to identify features of informational texts, such as headings, subheadings, charts, graphs, and diagrams.
- how to identify central themes and messages in both literary and informational texts.
- how to understand that themes are developed through characters, settings, events, and informational content.
- the purpose and structure of various informational text types (e.g., articles, reports, essays).
- how to compare and contrast characters, settings, events, and themes in literary texts.
- how to compare and contrast informational texts on the same topic by identifying different perspectives and approaches.
- how to revise analytical writing based on peer and teacher feedback.
- how to refine arguments, improve clarity, and ensure proper use of textual evidence.

Revision and Editing

- how to revise in order to create a strong analytical essay. (Revising for Clarity and Flow)
- how to revise for clarity and flow, including checking for logical flow, clear transitions, and consistent point of view. (W.WP.4.4)
- how to edit for grammar and mechanics, focusing on common errors in narrative writing. (Editing for Grammar and Mechanics)

Students will be able to...

- craft clear and coherent essays with a strong thesis and well-supported arguments.
- organize essays with logical structure, including introduction, body paragraphs, and conclusion.
- select relevant quotes and details from literary and informational texts to support analytical points.
- identify central themes and messages in both literary and informational texts.
- analyze how themes are developed through characters, settings, events, and informational content.
- compare and contrast characters, settings, and events within or across literary texts.
- compare and contrast informational texts on the same topic, identifying different perspectives and approaches.
- revise analytical writing based on peer and teacher feedback.
- refine arguments, improve clarity, and ensure proper use of textual evidence.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Graphic Organizers
- Published Narratives
- Published Literary Analysis Task Essay
- Quick Writes
- Conferring Notes/Checklist
- Literary Analysis Task Essay Baseline Assessment
Emergency on the Mountain-CommonLit
Nasbah’s Rescue-CommonLit
Task
- Research Simulation Task Essay Baseline Assessment
Caroline Chases Comets- CommonLit
Benjamin Banneker and His Amazing Clocks- CommonLit
Task
- Literary Analysis Task Essay End of Unit Assessment
Lazy Anansi-CommonLit
The Flying Tortoise-CommonLit
Task
- Research Simulation Task Essay End of Unit Assessment
The Big Splash-CommonLit
Ring Around the Asteroid-CommonLit
Where Did The Moon Come From?-Do We Really Need the Moon? Video
Task

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Content Differentiation

- Provide different versions of assignments with varying levels of complexity (basic, moderate, advanced).
- **Tiered Reading Materials:**
 - Provide literary and informational texts at varying reading levels to accommodate diverse learners.
 - Use simplified versions of complex texts for students who need additional support.
- **Graphic Organizers:**
 - Provide graphic organizers with varying formats and levels of detail to scaffold brainstorming and story planning for students who need more support.
- **Text Annotations:**
 - Supply annotated versions of texts with vocabulary definitions and explanatory notes.

- Provide graphic organizers to help students identify and analyze characters, settings, and events.
- **Audio and Visual Supports:**
 - Offer audiobooks or read-aloud sessions for literary texts.
 - Use videos and documentaries to complement informational texts and enhance understanding.
- **Supplementary Resources:**
 - Provide additional articles, short stories, and essays on related themes and topics.
 - Use multimedia resources like podcasts, infographics, and interactive websites.

Process Differentiation

- Group students based on similar needs or skill levels for focused instruction and peer collaboration.
 - Advanced learners might work together on more complex writing tasks, while students needing additional support can benefit from peer review and guided practice.
- **Scaffolding:**
 - Offer sentence starters, word banks, or story maps to help students who struggle with getting started or expressing their ideas.
 - Gradually reduce scaffolding as students gain confidence and independence.
- **Alternative Activities:**
 - Provide alternative activities for students who learn best through different modalities.
 - This could include storytelling podcasts, creating storyboards, or acting out scenes.
- **Flexible Grouping:**
 - Organize students into small groups based on their reading levels or interests for discussion and activities.
 - Allow students to choose partners or groups for peer editing and collaborative projects.
- **Varied Instructional Strategies:**
 - Use a mix of direct instruction, guided reading, and independent study to cater to different learning styles.
 - Incorporate Socratic Seminars, jigsaw activities, and literature circles to promote active engagement.
- **Scaffolded Instruction:**
 - Provide step-by-step guides and checklists for analyzing texts and writing essays.
 - Offer mini-lessons on specific skills, such as identifying themes, using textual evidence, and comparing texts.
- **Pacing Adjustments:**
 - Allow students to work at their own pace, offering additional time for those who need it.
 - Provide extension activities for advanced students who complete tasks early.

Product Differentiation

- **Choice of Projects:**
 - Let students choose from a variety of final products, such as essays, presentations, posters, or multimedia projects.
 - Offer options for creative projects, like writing alternative endings, creating character diaries, or designing graphic novels.
- **Rubric-Based Assessment:**
 - Use differentiated rubrics that outline expectations for various levels of proficiency.
 - Allow students to self-assess and set goals using the rubric as a guide.
- **Portfolio Development:**

- Have students compile a portfolio of their work, including drafts, revisions, and final products.
- Encourage reflection by having students write about their learning process and progress.
- **Performance Tasks:**
 - Design performance tasks that allow students to demonstrate their understanding through role-plays, debates, or simulations.
 - Use project-based learning where students can explore a topic in depth and present their findings.

Additional Differentiation

- **Individualized Support:**
 - Provide one-on-one or small group tutoring sessions for students who need extra help.
 - Use formative assessments to identify areas of need and tailor instruction accordingly.
- **Technology Integration:**
 - Utilize educational technology tools, such as digital reading platforms, online discussion boards, and interactive apps.
 - Encourage students to use digital tools for research, writing, and presenting their work.
- **Learning Stations:**
 - Set up learning stations with different activities focused on various aspects of text analysis, such as character study, setting exploration, and thematic analysis.
 - Rotate students through stations to keep them engaged and provide a variety of learning experiences.
- **Interest-Based Learning:**
 - Incorporate student interests into text selection and project topics to increase motivation and engagement.
 - Allow students to explore themes and issues that are personally relevant to them through their analysis and projects.

RESOURCES

Teacher Resources:

- Pacing Guide with Linked Resources and Mentor Texts
- Assigning iReady Standards Mastery
- Ready Teacher Resource Book
- ELL Strategy Library

Mentor Texts:

- Trail into Darkness-CommonLit
- Ice Island-CommonLit
- The Very Wicked Witch and the Village Play- CommonLit
- Tamitha and and the Dragon- CommonLit
- Caroline Chases Comets- CommonLit
- Benjamin Banneker and His Amazing Clocks- CommonLit
- Bermuda Triangle Passages
- The Truth of the Bermuda Triangle-Video

- The Big Splash-CommonLit
- Ring Around the Asteroid-CommonLit

Writing Folder:

- Traits for Good Writing
- Informational Hooks
- Descriptive Words
- Conference Recording Sheet
- Conferencing Stems
- Transitional Words
- Prove it & Explain it
- What Good Writers Do Anchor Chart
- Writers Process Anchor Chart
- Rubric

Other Resources:

- Close Reading and Annotating Anchor Charts
- Annotating Anchor Chart
- Citing and Explaining Evidence Anchor Chart
- Essay Writing Anchor Chart
- Citing and Explaining Evidence
- Venn Diagram Graphic Organizers
- T-Chart
- Cornell Notes Template

Literary Analysis Task Resources:

- LAT Guide
- Steps for LAT
- LAT exemplar with one source
- LAT exemplar with two sources
- LAT Checklist 1
- LAT Checklist 2

Tasks:

- Trail into Darkness-CommonLit
- Ice Island-CommonLit
- Task
- The Very Wicked Witch and the Village Play- CommonLit
- Tamitha and and the Dragon- CommonLit
- Task

Research Simulation Task Resources:

- RST Outline
- RST Graphic Organizer
- RST Checklist
- RST Exemplar: Loggerhead Sea Turtle Passages
- Endangered Ocean: Sea Turtles-Video

Tasks:

- Bermuda Triangle Passages
- The Truth of the Bermuda Triangle-Video
- Task

Thesis Statement Mini Lessons:

- Thesis Statement Examples
- Thesis Statement Anchor Chart and Checklist

Citing Evidence Mini Lessons:

- Paraphrasing and Direct Quotes Anchor Chart
- Citing Evidence Presentation

Equipment Needed:

- Writing Folder
- Mentor Texts
- Writing Folder Materials
- Projector
- Student notebooks
- Post-it Notes
- Chart paper

UNIT OVERVIEW

Content Area: English Language Arts: **Reading**

Unit Title: Diving Deep: Analyzing Literature and Informational Texts for Insight and Understanding

Target Course/Grade Level: 4th Grade

Unit Summary: In the unit "Analyzing Literature and Informational Texts for Insight and Understanding," students will develop critical reading and analytical skills by examining both literary and informational texts. They will learn to interpret themes, main ideas, and authors' purposes, citing specific details as evidence. The unit emphasizes the importance of understanding how authors use facts, details, and explanations to support their ideas. Students will compare and contrast texts to appreciate different perspectives and structures, enhancing their ability to draw inferences and make connections. Through close reading, annotations, graphic organizers, and collaborative discussions, students will engage deeply with the texts. They will also practice summarizing and synthesizing information in written reports and creative projects. Formative assessments, self-assessments, and summative assessments, including essays and presentations, will be used to gauge their progress. By the end of the unit, students will be equipped with essential skills for interpreting and analyzing texts, preparing them for academic success and informed engagement with the world around them.

Approximate Length of Unit: 10 weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

- **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.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **L.WF.4.2** Demonstrate command of the conventions of encoding and spelling.
 - A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
 - B. Write affixed words that involve a sound or spelling change in the base word.
 - C. Spell grade-appropriate words correctly, consulting references as needed.

- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.WF.4.3.** Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
 - A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
 - B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
 - C. Use independent clauses and coordinating conjunctions.
 - D. Form irregular verbs; form and use progressive tenses.
 - E. Form and use possessive nouns and pronouns.
 - F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
 - 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.
 - H. Use apostrophes for possession.
- **L.KL.4.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Choose words and phrases to convey ideas precisely.
 - C. Choose punctuation for effect.
 - 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.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.VI.4.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - B. Determine the meaning of words and phrases that allude to significant characters found in literature.
 - C. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

READING:

- **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.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.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.CI.4.2.** Summarize a literary text and interpret the author’s theme citing key details from the 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.
- **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.
- **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.
- **RI.CI.4.2.** Summarize an informational text and interpret the author’s purpose or main idea citing key details from the text.

WRITING:

- **W.IW.4.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
 - B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information or explanation presented.
- **W.NW.4.3.** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words and phrases to manage the sequence of events.
 - D. Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- **W.WP.4.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - A. Identify audience, purpose, and intended length of composition before writing.
 - B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
 - E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- **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.
- **W.SE.4.6.** Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

- **W.RW.4.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING:

- **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.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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- **SL.AS.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.

Career Readiness, Life Literacies, and Key Skills:

- **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.
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Interdisciplinary Connections and Standards:

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Science:

- **3-5-ETS1-2.** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Technology:

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.

Unit Understandings:

Students will understand that...

- by engaging in close reading, annotation, and discussion, students will develop a deeper understanding of textual meaning across genres.
- through analysis of main ideas, themes, and supporting details, students will learn to make connections and draw inferences from textual evidence.
- by analyzing the impact of individuals and events throughout a text, students will learn how to explain events, procedures, ideas, or concepts based on evidence found in the text.
- by examining the impact of individuals and events on narratives, students will enhance their critical thinking and analytical skills.
- using textual evidence to support their interpretations strengthens their analytical writing and helps convey their findings and reflections with clarity.
- writing clear, well-organized essays is crucial for effectively communicating their analysis and insights about literary and informational texts.
- authors use a variety of facts, details, and explanations to develop their ideas and support their reasoning.

Unit Essential Questions:

- How do we analyze and interpret literary and informational texts to gain a deeper understanding of their themes, structures, and messages?
- How do the structural elements of poems, drama, prose, and informational texts influence the way we understand and interpret their content?
- How do authors use facts, details, and explanations to develop their ideas and support their reasoning in informational texts?
- How can we use details and examples from both literary and informational texts to explain explicit meanings and draw relevant inferences?
- How do we analyze the interactions between individuals, events, and ideas to understand the overall meaning of literary and informational texts?
- How do we determine the central ideas or themes of literary and informational texts, and how are they developed throughout the text?

Knowledge and Skills:

Students will know...

- how to identify explicit details in literary texts by closely reading and analyzing the text.
- how to make relevant connections between details in a text.
- how to draw inferences from the text based on details and examples.
- how to identify the theme of a story, drama, or poem.
- how to analyze how characters respond to challenges in a story or drama.
- how to summarize the text while reflecting on the theme.
- how to describe the impact of characters in a text.
- how to analyze the impact of events in a text.
- how to use textual evidence to support in-depth analysis.

- how to identify explicit details in informational texts.
- how to make relevant connections between details in an informational text.
- how to draw inferences from the text based on details and examples.
- how to determine the main idea of an informational text.
- how to explain how the main idea is supported by key details.
- how to summarize the informational text.
- how to describe the impact of individuals in a historical, scientific, or technical text.
- how to explain events, procedures, ideas, or concepts in a text.
- how to use evidence from the text to explain what happened and why.
- how do the structural elements and narrative perspectives of poems, drama, and prose impact the way we interpret and engage with literary texts?
- how do graphics and visuals enhance our understanding of central ideas in informational texts, and how can we effectively use evidence from these visuals to support our comprehension and analysis?
- how can we compare and contrast different types of literary and informational texts, analyze their themes, structures, and perspectives, and effectively communicate our findings?

Students will be able to...

Analyze Text and Draw Meaning:

- Identify key details, themes, and supporting evidence in both fiction and nonfiction.
- Use textual evidence to explain what the text says explicitly and make inferences based on the information.
- Analyze the impact of characters, events, and ideas throughout the text.
- Compare and contrast characters, settings, or events across different texts.
- Draw conclusions and make connections between the texts and their own experiences.

Comprehend and Summarize Information:

- Determine the central idea of a text (fiction and nonfiction) and explain how it's supported by details.
- Summarize the main points of a text, identifying the who, what, when, where, why, and how.
- Distinguish between main ideas and supporting details in various texts.

Develop Critical Thinking and Communication Skills:

- Apply close reading strategies to gain a deeper understanding of the text.
- Annotate texts to actively engage with the content and track their thinking.
- Think critically by analyzing information, making inferences, and drawing conclusions.
- Communicate their understanding effectively through written explanations, discussions, and presentations.

Understand Structural Elements in Literature

- Differences in Text Types: Students will understand that poems, drama, and prose have distinct characteristics and structural elements.
- Poetry Structures: Students will understand the structural elements of poems, including verse, rhythm, and meter.
- Drama Structures: Students will understand the structural elements of drama, including casts of characters, settings, descriptions, dialogue, and stage directions.
- Application: Students will understand how to refer to these structural elements when writing or speaking about a text.

Connect Descriptions to Visual/Oral Representations

- Text and Media Connections: Students will understand the connections between specific descriptions and directions in a text and their visual or oral representations.
- Enhanced Understanding: Students will understand how visual and oral representations can enhance the understanding of a text.

- Articulation Skills: Students will understand how to articulate these connections when discussing a text.

Use Graphics and Visuals to Support Ideas

- Role of Graphics and Visuals: Students will understand how graphics and visuals support and enhance the central ideas in informational texts.
- Evidence-Based Analysis: Students will understand how to use evidence from graphics and visuals to support their comprehension and analysis of a text.
- Articulation Skills: Students will understand how to articulate the connections between graphics/visuals and the central ideas they support.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Summative:

- i-Ready Standards Mastery
- Unit 3 End of Unit Common Assessments
End of Unit Common Assessment 3A- Fiction/Literary Standards
End of Unit Common Assessment 3B-Nonfiction Standards
-

Formative:

- Open-ended constructed responses
- Exit Tickets
- Think-Pair-Share
- Teacher Observation
- Student Discussion
- Student Oral Response
- Teacher Observations
- Classroom Discussion
- Summarizations
- Self-Evaluations
- Peer Evaluations
- Anecdotal Records
- Conferring Checklist
- Graphic Organizers
- White Board Check-ins

RL.TS.4.4.

Performance Task

RI.TS.4.4

Performance Task

RI.AA.4.7.

Rock Like an Egyptian-How and Why the Pyramids Were Built-CommonLit
Forces and Motion-CommonLit

RL.CR.4.1.

Omer's Big Dive-CommonLit

RI.CR.4.1.

Beyond Beautiful: Ancient Egyptian Cosmetics-CommonLit

RL.IT.4.3.

The Kid's Table- CommonLit

RI.IT.4.3.

Getting Started on Saving the Everglades

RL.CI.4.2.

The Fog Test- CommonLit

RI.CI.4.2.

Tiny Oysters Doing a Big Job- CommonLit

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Content Differentiation:

- Provide texts at different reading levels to accommodate varying reading abilities.
- Offer texts with diverse cultural backgrounds and perspectives to ensure representation for all students.
- Supplement text-based content with audio recordings or videos for auditory learners.
- Utilize graphic novels or illustrated texts for visual learners.
- Incorporate texts with varied genres, such as fiction, nonfiction, poetry, and drama, to cater to diverse interests and preferences.
- **Literary Analysis Stations:** Set up stations around the classroom with excerpts from different texts. Students rotate through the stations, reading the excerpts and identifying explicit details, making inferences, and discussing connections to other texts or personal experiences
- **Theme Exploration:** Have students read a short story or novel and identify the theme. Then, have them create a visual representation (poster, collage, etc.) that represents the theme and present it to the class
- **Character Analysis Graphic Organizer:** Provide students with a graphic organizer to analyze a character from a story. They should identify traits, motivations, and actions, and then use textual evidence to support their analysis
- **Non-Fiction Text Analysis:** Provide students with a nonfiction article and have them identify the author's purpose and main idea. They should then write a brief summary and discuss how the author uses evidence to support their main idea
- **Text Feature Scavenger Hunt:** Give students a non-fiction text and have them search for specific text features (headings, captions, diagrams, etc.). Students should then explain how these features help them understand the text better
- **Historical Event Analysis:** Have students read a historical text or primary source document about a specific event. They should analyze the impact of individuals and events throughout the course of the text, explaining what happened and why based on evidence in the text.

Process Differentiation:

- Offer guided reading groups based on students' reading levels, providing targeted instruction and support.
- Implement flexible grouping strategies to allow students to collaborate and learn from peers with similar learning styles or interests.
- Provide choice in how students demonstrate their understanding of textual elements, such as through written responses, oral presentations, visual projects, or multimedia creations.
- Use scaffolding techniques, such as graphic organizers, sentence starters, or peer modeling, to support students in analyzing and interpreting texts.
- Offer differentiated questioning techniques to engage students at different cognitive levels, including literal, inferential, and evaluative questions.
- **Tiered Reading Groups:** Create tiered reading groups based on student readiness. Each group reads a different text at an appropriate reading level but focuses on the same skill or standard (e.g., identifying explicit details, determining themes)
- **Socratic Seminars:** Organize Socratic Seminars where students discuss open-ended questions related to a text. Provide different levels of questioning based on student readiness
- **Literature Circles:** Divide students into literature circles where they read and discuss a text together. Each group focuses on a different aspect of the text (e.g., characters, themes) and presents their findings to the class
- **Tiered Graphic Organizers:** Provide graphic organizers with different levels of structure and prompts to support students who need more guidance or those who benefit from independent organization.
- **Differentiated Grouping:** Form flexible groups based on student needs for specific activities. This allows for peer collaboration, scaffolding, and differentiated instruction within the groups.
- **Choice of Learning Tools:** Offer students options for how they take notes, complete assignments, and demonstrate understanding (e.g., mind maps, digital presentations, written reports).
- **Guided Reading:** Engage in small group instruction tailored to student reading levels. Through selected texts and targeted questioning, practice reading strategies in a supportive environment. Flexible grouping ensures personalized instruction, building confidence and independence.
- **Daily 5:** Students select from five authentic reading and writing choices, working independently toward personalized goals, while the teacher meets individual needs through whole-group and small-group instruction, as well as one-on-one conferring. (Read to self, work on writing, read to someone, word study, and listen to reading)
- **Daily 3:** Support students to read independently, collaborate with peers, and engage in word work. This approach fosters essential skills at their own pace, nurturing a love for reading and learning.
- **Pair Share:** Engage students to work together in pairs to discuss and share their thoughts, ideas, or responses to a question or prompt.
- **Small Group Instruction:** Work with students in a small group to differentiate instruction based on students' abilities and provide an opportunity for more personalized attention and support. Small group instruction is often used to reinforce concepts, provide additional practice, or introduce new material in a more interactive and focused setting than whole-class instruction.

Product Differentiation:

- Allow students to choose from a variety of final products to demonstrate their understanding, such as essays, posters, presentations, videos, or creative projects.
- Provide rubrics or checklists with varying levels of complexity to accommodate different levels of mastery and challenge.
- Offer options for students to showcase their understanding through different modalities, such as written, visual, or multimedia formats.

- Encourage students to personalize their projects based on their interests, allowing for creativity and individual expression.
- Provide opportunities for students to collaborate on projects, allowing them to leverage each other's strengths and skills.
- **Alternative Assessments:** Allow students to choose from a variety of assessment options to demonstrate their understanding of a text or concept. Options can include written essays, presentations, creative projects, or multimedia projects
- **Literary Analysis Essay:** Have students write a literary analysis essay focusing on a specific aspect of a text (e.g., theme, character development). Provide support and guidance based on individual student needs
- **Digital Storytelling:** Have students create a digital storytelling project where they retell a story or explain a concept using digital media. This allows for creativity and differentiation in the final product
- **Open-Ended Tasks:** Instead of one-size-fits-all questions, design open-ended tasks that allow students to demonstrate their understanding at their own level and express their creativity.
- **Differentiated Rubrics:** Utilize rubrics with clear criteria tailored to different levels of complexity within an assignment. This provides clear expectations and promotes growth for all learners.

Additional Differentiation:

- Offer extension activities or enrichment opportunities for students who demonstrate advanced understanding or mastery of concepts.
- Provide additional support resources, such as vocabulary lists, glossaries, or audio recordings, for English language learners or students with language-based challenges.
- Incorporate hands-on activities or kinesthetic learning experiences for tactile learners.
- Implement peer tutoring or buddy systems to provide additional support and encouragement for struggling students.
- Offer opportunities for students to self-assess and set personalized learning goals, fostering ownership of their learning journey.
- **Interest Integration:** Whenever possible, connect lesson topics to students' interests to enhance engagement and motivation.
- **Technology Integration:** Utilize educational technology tools like online quizzes, graphic organizers apps, or digital storytelling platforms to support learning and cater to diverse needs.
- **Student Choice and Voice:** Empower students to participate in the learning process by offering choices and opportunities to share their insights and preferred learning methods.

RESOURCES

Teacher Resources:

- Unit 3: Reading Pacing Guide with Linked Resources and Mentor Texts
- Ready Teacher Resource Book
- ELL Strategy Library
- District Writing Rubrics
- Daily 5 Padlet

RL.TS.4.4.

Mentor Texts:

- **Poetry:** "Where the Sidewalk Ends"- Shel Silverstein - Read Aloud
- "Dreams"- Langston Hughes- Read Aloud
- **Drama:** "Charlotte's Web" adapted by Joseph Robinette Act I, Scene 1, Act I, Scene 5, Act II, Scene 3, Act II, Scene 5
- **Prose:** *Charlotte's Web*- E.B. White Chapters: 1, 6, 10, & 12
- *The Tale of Despereaux*-Kate DiCamillo Chapters: 1, 2, 15, 16, 18
- Prose and Poetry Structural Elements Anchor Charts
- Drama Structural Elements Anchor Chart
- Poetry, Prose, and Drama Elements Anchor Chart
- Venn Diagram Graphic Organizers
- Close Reading and Annotating Anchor Charts
- Annotating Anchor Chart
- Citing Evidence Stems Anchor Chart
- Citing and Explaining Evidence Anchor Chart
- Textual Evidence Log
- Socratic Seminar Guide
- Constructed Response RACES Strategy Anchor Chart
- Constructed Response Rubric
- A Jelly-Fish-CommonLit (Poem)
- I Practiced-CommonLit (Poem)
- The Little Girl Who Would Not Work-CommonLit (Fable)

RI.TS.4.4

Mentor Texts:

- *The Great Fire* - Jim Murphy Chapters: 1, 2, 3, 5, 7, & 8
- *Freedom Walkers: The Story of the Montgomery Bus Boycott* - Russell Freedman Chapters: 1, 2, 3, 4, 6, & 8 (AAH)
- *Hidden Figures: The True Story of Four Black Women and the Space Race*- Margot Lee Shetterly Chapters: 1, 5, 7, 11, & 15 (AAH)
- Text Structure Anchor Chart
- Text Structure Graphic Organizers
- Text Structure Sheet
- Text Features Anchor Chart
- Socratic Seminar Guide
- The Cobra Effect CommonLit
- More Than He Looked: Steph Curry CommonLit
- Stephen Curry is the 2022 Sportsman of the Year- Video
- Dancing Towards Dreams CommonLit
- African American Ballerina Makes History- Video

RI.AA.4.7.

Mentor Texts:

- *Hidden Figures: The True Story of Four Black Women and the Space Race* - Margot Lee Shetterly Chapters: 1, 5, 8, 10, & 15 (AAH)
- *I Am Malala: How One Girl Stood Up for Education and Changed the World* - Malala Yousafzai Chapters: 5, 10, 15, 17, & 20
- Venn Diagram Graphic Organizers
- Close Reading and Annotating Anchor Charts
- Annotating Anchor Chart
- Citing Evidence Stems Anchor Chart

- Citing and Explaining Evidence Anchor Chart
- Constructed Response RACES Strategy Anchor Chart
- Constructed Response Rubric
- Main Idea Graphic Organizer
- Fact-Detail-Explanation Chart
- Cause-Effect-Explanation Chart
- Socratic Seminar Guide
- Minecraft: More Than a Game-CommonLit
- Always Moving-LeBron James, On and Off the Court
- The Spooky Science of Fear-CommonLit
- Why Do We Sleep?-CommonLit

RL.CR.4.1.

Mentor Texts:

- *The Stranger* - Chris Van Allsburg- Read Aloud
- *The Name Jar* - Yangsook Choi- Read Aloud (AAPI)
- *The Other Side* - Jacqueline Woodson- Read Aloud
- *Fish in a Tree*- Lynda Mullaly Hunt Chapters: 2, 3, & 6 (LGBTQ/D)
- *Charlotte's Web*- E.B. White Chapters: 12, 15, & 17
- *As Brave as You*- Jason Reynolds Chapters: 1, 6, 14, 18, & 20
- Inference Graphic Organizers
- Inference Anchor Chart
- Inference Anchor Chart
- Close Reading and Annotating Anchor Charts
- Annotating Anchor Chart
- Citing Evidence Stems Anchor Chart
- Citing and Explaining Evidence Anchor Chart
- Context Clues Anchor Chart
- Context Clues Graphic Organizer
- Context Clues Graphic Organizer
- Context Clues Graphic Organizer
- T-Chart
- Venn Diagram
- Textual Evidence Log
- Socratic Seminar Guide
- Milly and the Great Seattle Fire-CommonLit
- Midnight and the Watchman- CommonLit

RI.CR.4.1

Mentor Texts:

- "Number the Stars" - Lois Lowry Chapters: 1, 4, 6, 9, 11, 13, 17, & 18 (HG)
- "Martin Rising: Requiem for a King"-Andrea Davis Pinkney (AAH)
- "The Watcher: Jane Goodall's Life with the Chimps" -Jeanette Winter- Read Aloud
- "The Boy Who Harnessed the Wind"-William Kamkwamba and Bryan Mealer - Read Aloud
- Inference Graphic Organizer
- Inference Anchor Chart

- Inference Anchor Chart
- Close Reading and Annotating Anchor Charts
- Annotating Anchor Chart
- Citing Evidence Stems Anchor Chart
- Citing and Explaining Evidence Anchor Chart
- Constructed Response RACES Strategy Anchor Chart
- Constructed Response Rubric
- Context Clues Graphic Organizer
- Context Clues Graphic Organizer
- Context Clues Graphic Organizer
- T-Chart
- Venn Diagram
- Textual Evidence Log
- Socratic Seminar Guide
- Egyptian Pets: Falcons, Monkeys, and Crocodiles, Oh My!-CommonLit
- Friendship Spelled D-O-G- CommonLit

RL.IT.4.3.

Mentor Texts:

- *The Other Side* - Jacqueline Woodson- Read Aloud
- *The Giver* - Lois Lowry Chapters: 1, 8, 12, 16, 23, & 24
- *Wonder*- R.J. Palacio Combine the following chapters:: 1-3, 7-9, 21-23, 28-30, 38-40, & 52-53
(LGBTQ/D)
- *Maniac Magee* -Jerry Spinelli Combine the following chapters: 1-4, 5-9, 15-18, 25-29, & 40-46
- Plot Diagram Anchor Chart
- Plot Structure Anchor Chart
- Elements of a Story Graphic Organizer
- Plot Graphic Organizer
- Plot Graphic Organizer
- Character Traits Anchor Charts
- Character Traits Anchor Chart
- Character Traits Anchor Chart & Graphic Organizer
- Character Traits Anchor Charts and Character Analysis
- Character Analysis Map
- Character-Change Map
- Compare and Contrast Two Characters Map
- Character Traits and Analysis Organizers
- KWL Chart
- Blank Timeline 1 (Students can either illustrate or write the events)
- Blank Timeline 2
- Close Reading and Annotating Anchor Charts
- Annotating Anchor Chart
- Citing Evidence Stems Anchor
- Chart
- Citing and Explaining Evidence Anchor Chart
- Textual Evidence Log
- Socratic Seminar Guide

- Constructed Response RACES Strategy Anchor Chart
- Constructed Response Rubric
- Everalla's Wand- CommonLit
- A Poetry Contest at SpellzanyCastle CommonLit

RI.IT.4.3

Mentor Texts:

- *Snowflake Bentley*- Jacqueline Briggs Martin- Read Aloud
- *The Tree Lady: The True Story of How One Tree-Loving Woman Changed a City Forever*- H. Joseph Hopkins- Read Aloud
- *The Fantastic Undersea Life of Jacques Cousteau*- Dan Yaccarino- Read Aloud
- *The Watcher: Jane Goodall's Life with the Chimps* - Jeanette Winter- Read Aloud
- Citing Evidence Stems Anchor Chart
- Citing and Explaining Evidence Anchor Chart
- Close Reading and Annotating Anchor Charts
- Annotating Anchor Chart
- Cause and Effect Anchor Chart
- Cause and Effect Anchor Chart
- Cause and Effect Graphic Organizer
- Cause and Effect Graphic Organizer
- T-Chart
- Venn Diagram
- Textual Evidence Log
- KWL Chart
- Blank Timeline 1 (Students can either illustrate or write the events)
- Blank Timeline 2
- Constructed Response RACES Strategy Anchor Chart
- Constructed Response Rubric
- Socratic Seminar Guide
- Cornell Notes Template (Can be used for taking notes while watching the video.)
- Allergic to Lunch- CommonLit
- Bend Me, Shape Me-Joints at Work- CommonLit

RL.CI.4.2.

Mentor Texts:

- *The Other Side*- Jacqueline Woodson- Read Aloud
- *Those Shoes*-Maribeth Boelts- Read Aloud
- *The Hard Times Jar* -Ethel Footman Smothers- Read Aloud
- *The Proudest Blue* - Ibtihaj Muhammad- Read Aloud (AAPI)
- *The Oldest Student: How Mary Walker Learned to Read*- Rita Lorraine Hubbard & Oge Mora- Read Aloud
- *Charlotte's Web*- E.B. White Chapters: 5, 9, & 15
- *Fish in a Tree*- Lynda Mullaly Hunt Chapters: 2, 7, 14, & 20 (LGBTQ/D)
- *As Brave as You*- Jason Reynolds Chapters: 1, 5, 10, & 28
- Theme Graphic Organizers
- Theme Anchor Charts
- Theme Anchor Chart

- Tips for Determining the Theme Anchor Chart
- Theme Graphic Organizer
- Summary (SWBST) Graphic Organizer
- Summary (SWBST) Graphic Organizer
- Summary Anchor Charts
- Author’s Purpose Anchor and Graphic Organizers
- Close Reading and Annotating Anchor Charts
- Annotating Anchor Chart
- Citing Evidence Stems Anchor Chart
- Citing and Explaining Evidence Anchor Chart
- T-Chart
- Venn Diagram
- Textual Evidence Log
- Socratic Seminar Guide
- Constructed Response RACES Strategy Anchor Chart
- Constructed Response Rubric
- Fiction Summary Rubric
- The Rescue of the Tin Woodman- CommonLit
- Arriving at Emerald City- CommonLit

RI.CI.4.2

Mentor Texts:

- “Henry’s Freedom Box”-Ellen Levine- Read Aloud (AAH)
- “The Watsons Go to Birmingham - 1963” -Christopher Paul Curtis Chapters: 1, 4, 7, 12, 15, & 17 (AAH)
- “Martin Rising: Requiem for a King” -Andrea Davis Pinkney (AAH)
- Main Idea Anchor Chart
- Main Idea Anchor Chart
- Topic vs. Main Idea Anchor Chart
- Main Idea vs. ThemeAnchor Chart
- Main Idea Graphic Organizer
- Summary Anchor Chart
- Author’s Purpose Anchor and Graphic Organizers
- Close Reading and Annotating
- Anchor Charts
- Annotating Anchor Chart
- Citing Evidence Stems Anchor Chart
- Citing and Explaining Evidence Anchor Chart
- T-Chart
- Venn Diagram
- Textual Evidence Log
- KWL Chart
- Text Features Anchor Chart
- Constructed Response RACES Strategy Anchor Chart
- Constructed Response Rubric
- Cornell Notes Template
- Socratic Seminar Guide
- Nonfiction Summary Rubric
- 5 Critically Endangered Species You’ve Probably Never Heard Of- CommonLit
- Saving Snow Leopards- CommonLit

Equipment Needed:

- Projector/Smartboard
- Student notebooks
- Post-it Notes
- Books
- Chart paper

UNIT OVERVIEW

Content Area: English Language Arts: **Writing**

Unit Title: Exploring and Explaining: Writing to Analyze and Convey Literary and Informational Insights

Target Course/Grade Level: 4th Grade

Unit Summary: In this unit, students will develop their analytical writing skills by engaging with both literary and informational texts. They will learn to examine and interpret the themes, characters, and events in literary works, as well as understand and explain the structure and main ideas of informational texts. Through a variety of writing tasks, students will practice crafting clear and insightful analyses, supported by textual evidence. This unit emphasizes the importance of comparing and contrasting different types of texts, helping students to draw connections and deepen their understanding of the material. By the end of the unit, students will be able to effectively convey their insights and analyses in well-structured essays that demonstrate their ability to engage critically with both literary and informational content.

Approximate Length of Unit: 10 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

- **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.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **L.WF.4.2** Demonstrate command of the conventions of encoding and spelling.
 - A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
 - B. Write affixed words that involve a sound or spelling change in the base word.
 - C. Spell grade-appropriate words correctly, consulting references as needed.
 - D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.KL.4.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- B. Choose words and phrases to convey ideas precisely.
- C. Choose punctuation for effect.
- 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.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.VI.4.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - B. Determine the meaning of words and phrases that allude to significant characters found in literature.
 - C. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

READING:

- **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.
- **RI.AA.4.7.** Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
- **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.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.
- **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.
- **RL.CI.4.2.** Summarize a literary text and interpret the author's theme citing key details 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.

WRITING:

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

This standard helps students understand how to analyze content through literary text. It shows that students can do more than just write informational texts—they can explore characters, settings, and events in stories.

EX: When students are asked to write according to this standard, they are expected to create a piece of writing that delves into a literary work, such as a book, poem, or play, and explain it clearly. This means breaking down the themes, characters, plot, and other elements of the work, and presenting your insights and interpretations in a way that's easy for readers to understand. So, when a student sees this standard, think about how they can analyze a piece of literature and communicate their findings effectively through their writing.

- **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 (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING:

- **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.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **SL.II.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **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.
- **SL.AS.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.

Career Readiness, Life Literacies, and Key Skills:

- **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.CT.3:** Describe how digital tools and technology may be used to solve problems.

- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.3:** Represent the same data in multiple visual formats in order to tell a story about the data.
- **9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Interdisciplinary Connections and Standards:

Social Studies:

- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

Science:

- **3-5-ETS1-2.** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Technology:

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.

Unit Understandings:

Students will understand that...

Writing Process

- it is important to establish clear routines for gathering materials, maintaining a writer's notebook, and organizing drafts and revisions. (Procedures and Organization)
- it is important to have a clean and organized writing space. (Procedures and Organization)
- it is important to develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach with guidance and support. (W.WP.4.4)
- they need to write routinely over extended time frames and shorter time frames. (W.RW.4.7)

Literary and Research Simulation Tasks

- writing analytical essays involves clearly expressing insights about characters, settings, and events, supported by textual evidence.
- analytical writing requires a structured approach, including a clear thesis, well-organized arguments, and coherent conclusions.
- effective analysis requires supporting interpretations with specific evidence from the text.
- textual evidence includes direct quotes, descriptions, and specific details that back up analytical claims.
- analyzing literary and informational texts fosters critical thinking and interpretation skills.
- questioning, inferring, and drawing conclusions about the text beyond surface-level understanding is important.
- the skills developed in analyzing literary and informational texts can be applied to other forms of writing and across different subjects.

Revision and Editing

- it is important to revise in order to craft a strong narrative. (Revising for Clarity and Flow)
- revising for clarity and flow involves checking for logical flow, clear transitions, and consistent point of view. (W.WP.4.4)
- it is important to edit for grammar and mechanics, focusing on common errors in narrative writing. (Editing for Grammar and Mechanics)

Unit Essential Questions:

- How do the development of central themes, character evolution, and narrative structures in two literary texts contribute to a deeper understanding when compared and contrasted through textual evidence?
- How can we analyze diverse sources, find the best evidence, and clearly explain causes and consequences in a research essay on important topics?
- How can we effectively analyze and examine literary passages and view multimedia sources to compare the development of themes to create a clear literary analysis essay?
- How can we effectively analyze and examine informational passages and view multimedia sources to create a clear research simulation analysis essay?

Knowledge and Skills:

Students will know...

Writing Process

- how to establish clear routines for gathering materials, maintaining a writer's notebook, and organizing drafts and revisions. (Procedures and Organization)
- the importance of a clean and organized writing space. (Procedures and Organization)
- how to develop and strengthen writing through planning, revising, editing, rewriting, or trying a new approach with guidance and support. (W.WP.4.4)
- how to write routinely over extended time frames and shorter time frames. (W.RW.4.7)

Literary and Research Simulation Tasks

- how to recognize different types of textual evidence (e.g., quotes, descriptions, specific details) in both literary and informational texts.
- how to select relevant evidence to support analysis.
- how to understand character traits, motivations, and development in literary texts.
- how to recognize methods of characterization (e.g., direct and indirect characterization).
- how to identify features of informational texts, such as headings, subheadings, charts, graphs, and diagrams.
- how to identify central themes and messages in both literary and informational texts.
- how to understand that themes are developed through characters, settings, events, and informational content.
- the purpose and structure of various informational text types (e.g., articles, reports, essays).
- how to compare and contrast characters, settings, events, and themes in literary texts.
- how to compare and contrast informational texts on the same topic by identifying different perspectives and approaches.
- how to revise analytical writing based on peer and teacher feedback.
- how to refine arguments, improve clarity, and ensure proper use of textual evidence.

Revision and Editing

- how to revise in order to create a strong analytical essay. (Revising for Clarity and Flow)
- how to revise for clarity and flow, including checking for logical flow, clear transitions, and consistent point of view. (W.WP.4.4)
- how to edit for grammar and mechanics, focusing on common errors in narrative writing. (Editing for Grammar and Mechanics)

Students will be able to...

- craft clear and coherent essays with a strong thesis and well-supported arguments.
- organize essays with logical structure, including introduction, body paragraphs, and conclusion.
- select relevant quotes and details from literary and informational texts to support analytical points.
- identify central themes and messages in both literary and informational texts.
- analyze how themes are developed through characters, settings, events, and informational content.
- compare and contrast characters, settings, and events within or across literary texts.
- compare and contrast informational texts on the same topic, identifying different perspectives and approaches.
- revise analytical writing based on peer and teacher feedback.
- refine arguments, improve clarity, and ensure proper use of textual evidence.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Graphic Organizers
- Published Narratives
- Published Literary Analysis Task Essay
- Quick Writes
- Conferring Notes/Checklist
- Literary Analysis Task Essay End of the Unit Assessment:
Cheese for Dinner- CommonLit
The Fox, the Hen, and the Drum- CommonLit
Task
- Research Simulation Task Essay End of the Unit Assessment:
Fast Food in Ancient Rome- CommonLit
What the Past Throws Out- CommonLit
McDonald’s & Fast Food Fun Facts- Video
Task

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Content Differentiation

- Provide different versions of assignments with varying levels of complexity (basic, moderate, advanced).
- **Tiered Reading Materials:**
 - Provide literary and informational texts at varying reading levels to accommodate diverse learners.
 - Use simplified versions of complex texts for students who need additional support.
- **Graphic Organizers:**
 - Provide graphic organizers with varying formats and levels of detail to scaffold brainstorming and story planning for students who need more support.
- **Text Annotations:**
 - Supply annotated versions of texts with vocabulary definitions and explanatory notes.
 - Provide graphic organizers to help students identify and analyze characters, settings, and events.
- **Audio and Visual Supports:**
 - Offer audiobooks or read-aloud sessions for literary texts.
 - Use videos and documentaries to complement informational texts and enhance understanding.
- **Supplementary Resources:**
 - Provide additional articles, short stories, and essays on related themes and topics.
 - Use multimedia resources like podcasts, infographics, and interactive websites.

Process Differentiation

- Group students based on similar needs or skill levels for focused instruction and peer collaboration.
 - Advanced learners might work together on more complex writing tasks, while students needing additional support can benefit from peer review and guided practice.
- **Scaffolding:**
 - Offer sentence starters, word banks, or story maps to help students who struggle with getting started or expressing their ideas.
 - Gradually reduce scaffolding as students gain confidence and independence.
- **Alternative Activities:**
 - Provide alternative activities for students who learn best through different modalities.
 - This could include storytelling podcasts, creating storyboards, or acting out scenes.
- **Flexible Grouping:**
 - Organize students into small groups based on their reading levels or interests for discussion and activities.
 - Allow students to choose partners or groups for peer editing and collaborative projects.
- **Varied Instructional Strategies:**
 - Use a mix of direct instruction, guided reading, and independent study to cater to different learning styles.
 - Incorporate Socratic Seminars, jigsaw activities, and literature circles to promote active engagement.
- **Scaffolded Instruction:**
 - Provide step-by-step guides and checklists for analyzing texts and writing essays.

- Offer mini-lessons on specific skills, such as identifying themes, using textual evidence, and comparing texts.
- **Pacing Adjustments:**
 - Allow students to work at their own pace, offering additional time for those who need it.
 - Provide extension activities for advanced students who complete tasks early.

Product Differentiation

- **Choice of Projects:**
 - Let students choose from a variety of final products, such as essays, presentations, posters, or multimedia projects.
 - Offer options for creative projects, like writing alternative endings, creating character diaries, or designing graphic novels.
- **Rubric-Based Assessment:**
 - Use differentiated rubrics that outline expectations for various levels of proficiency.
 - Allow students to self-assess and set goals using the rubric as a guide.
- **Portfolio Development:**
 - Have students compile a portfolio of their work, including drafts, revisions, and final products.
 - Encourage reflection by having students write about their learning process and progress.
- **Performance Tasks:**
 - Design performance tasks that allow students to demonstrate their understanding through role-plays, debates, or simulations.
 - Use project-based learning where students can explore a topic in depth and present their findings.

Additional Differentiation

- **Individualized Support:**
 - Provide one-on-one or small group tutoring sessions for students who need extra help.
 - Use formative assessments to identify areas of need and tailor instruction accordingly.
- **Technology Integration:**
 - Utilize educational technology tools, such as digital reading platforms, online discussion boards, and interactive apps.
 - Encourage students to use digital tools for research, writing, and presenting their work.
- **Learning Stations:**
 - Set up learning stations with different activities focused on various aspects of text analysis, such as character study, setting exploration, and thematic analysis.
 - Rotate students through stations to keep them engaged and provide a variety of learning experiences.
- **Interest-Based Learning:**
 - Incorporate student interests into text selection and project topics to increase motivation and engagement.
 - Allow students to explore themes and issues that are personally relevant to them through their analysis and projects.

RESOURCES

Teacher Resources:

- Unit 3: Writing Pacing Guide with Linked Resources and Mentor Texts
- Assigning iReady Standards Mastery
- Ready Teacher Resource Book
- ELL Strategy Library

Mentor Texts:

- The Little Red Hen-CommonLit
- The Little Girl Who Would Not Work-CommonLit
- More Than He Looked: Steph Curry CommonLit
- Stephen Curry is the 2022 Sportsperson of the Year- Video
- Dancing Towards Dreams CommonLit

Writing Folder:

- Traits for Good Writing
- Informational Hooks
- Descriptive Words
- Conference Recording Sheet
- Conferencing Stems
- Transitional Words
- Prove it & Explain it
- What Good Writers Do Anchor Chart
- Writers Process Anchor Chart
- Rubric

Other Resources:

- Close Reading and Annotating Anchor Charts
- Annotating Anchor Chart
- Citing and Explaining Evidence Anchor Chart
- Essay Writing Anchor Chart
- Citing and Explaining Evidence
- Venn Diagram Graphic Organizers
- T-Chart
- Cornell Notes Template
- Compare and Contrast Graphic Organizers
- Compare and Contrast Approach Anchor Chart

LAT Resources:

- LAT Guide
- Steps for LAT
- LAT exemplar with one source
- LAT exemplar with two sources
- LAT Checklist 1
- LAT Checklist 2

Thesis Statement Mini Lessons:

- Thesis Statement Examples

- Thesis Statement Anchor Chart and Checklist

Citing Evidence Mini Lessons:

- Paraphrasing and Direct Quotes Anchor Chart
- Citing Evidence Presentation

Tasks:

- The Little Red Hen-CommonLit
- The Little Girl Who Would Not Work-CommonLit (Fable)
- Task

Research Simulation Task Resources:

- RST Outline
- RST Graphic Organizer
- RST Checklist
- RST Exemplar

Tasks:

- More Than He Looked: Steph Curry CommonLit
- Stephen Curry is the 2022 Sports person of the Year- Video
- Dancing Towards Dreams CommonLit
- Task

Equipment Needed:

- Writing Folder
- Mentor Texts
- Writing Folder Materials
- Projector
- Student notebooks
- Post-it Notes
- Chart paper

UNIT OVERVIEW

Content Area: English Language Arts: **Reading**

Unit Title: Analyzing, Comparing, and Connecting Texts

Target Course/Grade Level: 4th Grade

Unit Summary: In this reading unit, students will delve into the intricate world of literary and informational texts to enhance their comprehension and analytical skills. They will learn to examine the actions and experiences of characters, understand the structural elements of poems, dramas, and prose, and explore different narrative points of view. By comparing and contrasting these elements, students will uncover the diverse ways authors convey themes and cultural perspectives. Through a combination of close reading, discussion, and multimedia presentations, students will use textual evidence to make connections across texts, gaining a deeper understanding of the material and strengthening their ability to articulate their insights. Additionally, students will analyze the overall structure of informational texts, including chronology, comparison, cause/effect, and problem/solution, to describe how these structures contribute to the development of ideas. They will also compare and contrast multiple accounts of the same event or topic to note important similarities and differences in the points of view they represent. By using evidence to show how graphics and visuals support central ideas, students will further develop their critical thinking skills. Overall, this unit will provide students with a comprehensive approach to reading and understanding both literary and informational texts, preparing them to engage thoughtfully with a variety of written materials.

Approximate Length of Unit: 7 Weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

- **L.WF.4.2** Demonstrate command of the conventions of encoding and spelling.
 - A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
 - B. Write affixed words that involve a sound or spelling change in the base word.
 - C. Spell grade-appropriate words correctly, consulting references as needed.
 - D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.WF.4.3.** Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
 - A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
 - B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.

- C. Use independent clauses and coordinating conjunctions.
- D. Form irregular verbs; form and use progressive tenses.
- E. Form and use possessive nouns and pronouns.
- F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
- 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.
- H. Use apostrophes for possession.
- **L.KL.4.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Choose words and phrases to convey ideas precisely.
 - C. Choose punctuation for effect.
 - 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.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.VI.4.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - B. Determine the meaning of words and phrases that allude to significant characters found in literature.
 - C. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

READING:

- **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.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 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.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.
- **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 literary texts from authors of different cultures.

- **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.CI.4.2.** Summarize an informational text and interpret the author’s purpose or main idea citing key details from the 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.
- **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.MF.4.6.** Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
- **RI.AA.4.7.** Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
- **RI.CT.4.8.** Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

WRITING:

- **W.IW.4.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
 - B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information or explanation presented.
- **W.NW.4.3.** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words and phrases to manage the sequence of events.
 - D. Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- **W.WP.4.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - A. Identify audience, purpose, and intended length of composition before writing.
 - B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
 - E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

- **W.RW.4.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING:

- **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.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **SL.II.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **SL.ES.4.3.** Identify the reasons and evidence a speaker provides to support particular points.
- **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.
- **SL.AS.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.

Career Readiness, Life Literacies, and Key Skills:

- **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.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.3:** Represent the same data in multiple visual formats in order to tell a story about the data.
- **9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Interdisciplinary Connections and Standards:

Social Studies:

- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

Science:

- **3-5-ETS1-2.** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Technology:

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.

Unit Understandings:

Students will understand that...

- authors utilize narrative structure, figurative language, and point of view to convey themes and main ideas in literary and informational texts.
- comparing and contrasting the overall structure, point of view, use of evidence, and main ideas between different texts deepens their understanding of themes and ideas.
- digital storytelling using multimedia presentations effectively communicates key concepts, themes, and perspectives from texts, enhancing understanding and communication skills.
- distinguishing between fact and opinion, and analyzing textual evidence supports arguments, fostering critical thinking skills.
- collaborative discussions, peer feedback, and self-reflection refine understanding of texts, strengthen communication skills, and identify areas for improvement in digital storytelling projects.

Unit Essential Questions:

- How do the different parts of both literary and informational texts, like important details, characters, text structure, and pictures, help us understand and connect with the main ideas and themes? How can we use this understanding to create a digital story that explains our analysis?
- How do authors use different text structures, figurative language, and points of view to share their messages? How can we compare and contrast these elements in stories and informational texts to better understand the themes and ideas?
- How do different authors use narrative structure, point of view, and textual evidence to share themes and perspectives in stories and informational texts? How can we use these elements to create our own digital stories?
- How do authors use story structure, point of view, and evidence from the text to share themes and main ideas? How can we analyze and compare these elements and present our findings through digital storytelling?

Knowledge and Skills:

Students will know...

- how authors use narrative structure, figurative language, and point of view to convey themes and main ideas in literary and informational texts.
- techniques for comparing and contrasting the overall structure, point of view, use of evidence, and main ideas between different texts to deepen understanding.
- strategies for creating effective digital storytelling presentations using multimedia tools to convey key concepts, themes, and perspectives from texts.
- the distinction between fact and opinion, and how to analyze textual evidence to support arguments and draw logical conclusions.
- methods for engaging in collaborative discussions, providing constructive peer feedback, and reflecting on their own digital storytelling projects to enhance communication skills and identify areas for improvement.
- the importance of critical thinking, communication, collaboration, and digital literacy skills for success in the 21st century.

Students will be able to...

- analyze how authors use narrative structure, figurative language, and point of view to convey themes and main ideas in literary and informational texts.
- compare and contrast the overall structure, point of view, use of evidence, and main ideas between different texts to deepen understanding and draw connections.
- create multimedia presentations using digital storytelling tools to effectively convey key concepts, themes, and perspectives from texts.
- differentiate between fact and opinion, and analyze textual evidence to support arguments and draw logical conclusions.
- engage in collaborative discussions, provide constructive peer feedback, and reflect on their own digital storytelling projects to enhance communication skills and identify areas for improvement.
- Apply critical thinking, communication, collaboration, and digital literacy skills to effectively navigate and contribute to the 21st-century landscape.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Summative:

- End of Unit Assessment-Digital Storytelling Assessment

Formative:

- Graphic Organizers
- Open-ended Constructed Responses
- Exit Tickets
- Teacher Observations
- Think-Pair-Share
- Student Oral Response
- Classroom Discussion
- Summarizations
- Self-Evaluations
- Peer Evaluations
- Anecdotal Records
- Conferencing Checklist
- White Board Check-ins

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Content Differentiation:

- Tier 1: Provide shorter texts with simpler vocabulary and sentence structures for struggling readers.

- Tier 2: Offer grade-level texts with scaffolding like graphic organizers or pre-taught vocabulary lists.
- Tier 3: Challenge advanced readers with complex texts and encourage them to analyze deeper themes and literary devices.

Text Selection:

- Interest: Allow students to choose from a variety of texts within genres they enjoy (fantasy, historical fiction, etc.).
- Learning Style: Cater to different learning styles by offering audiobooks for auditory learners or graphic novels for visual learners.
- Background Knowledge: Select texts that connect to students' experiences and cultural backgrounds.

Process Differentiation:

Instructional Grouping:

- Small groups: Facilitate discussions or activities focused on specific learning needs.
- Peer tutoring: Pair stronger students with struggling students to provide support and collaboration.
- Independent work: Allow advanced students to work independently on research projects or in-depth analysis tasks.

Scaffolding:

- Graphic organizers: Provide organizers to help students visualize text structure, compare and contrast elements, and identify key points.
- Sentence starters: Offer sentence starters to guide students during discussions or writing assignments.
- Chunking information: Break down complex texts into smaller, more manageable sections for analysis.

Choice in Activities:

- Inquiry-based learning: Allow students to choose research topics related to the texts they are analyzing.
- Project-based learning: Offer choices in how students present their understanding, like digital presentations, written essays, or creative projects.

Product Differentiation:

Response Formats:

- Multiple intelligences: Cater to different intelligences by offering options like written reports, artistic representations of themes, or digital storytelling presentations.
- Learning styles: Provide options like oral presentations for kinesthetic learners or written reflections for visual learners.
- Ability levels: Offer tiered assignments with varying levels of complexity and detail required in the final product.
- Choice Boards: Present students with a choice board where they can select activities that demonstrate their understanding based on their strengths and interests.

Additional Differentiation:

Technology Integration:

- Use assistive technology like text-to-speech software for struggling readers.
- Utilize online resources like online dictionaries, thesauruses, or research databases for in-depth analysis.

Time and Pacing:

- Offer extended time on assignments for students who need it.

- Break down large assignments into smaller, more manageable chunks with clear deadlines.
- Differentiation by Environment:
- Provide quiet areas for students who need to focus or allow movement breaks for kinesthetic learners.
 - Offer opportunities for collaboration or independent work based on student preferences.

RESOURCES

Teacher Resources:

- Unit 4: Reading Pacing Guide with Linked Resources and Mentor Texts
- Digital Storytelling Rubric
- Ready Teacher Resource Book
- ELL Strategy Library
- District Writing Rubrics
- Daily 5 Padlet

RL.CR.4.1, RL.CI.4.2., RL.IT.4.3., RL.TS.4.4., RL.PP.4.5., RL.MF.4.6., RL.CT.4.8

Mentor Texts:

- *Fish in a Tree*- Lynda Mullaly Hunt (LGBTQ/D)
- *Charlotte's Web*- E.B. White
- *As Brave as You*- Jason Reynolds
- *Holes* - Louis Sachar

RI.CR.4.1., RI.CI.4.2. RI.IT.4.3., RI.TS.4.4., RI.PP.4.5., RI.MF.4.6., RIAA.4.7., RI.CT.4.8.

Mentor Texts:

- *The Watsons Go to Birmingham -1963* - Christopher Paul Curtis (AAH)
- *Hidden Figures: The True Story of Four Black Women and the Space Race* - Margot Lee Shetterly (AAH)
- *The Great Fire* - Jim Murphy

RL.CR.4.1, RL.CI.4.2., RL.IT.4.3., RL.TS.4.4., RL.PP.4.5., RL.MF.4.6., RL.CT.4.8, RI.CR.4.1., RI.CI.4.2. RI.IT.4.3., RI.TS.4.4., RI.PP.4.5., RI.MF.4.6., RIAA.4.7., RI.CT.4.8.

- Venn Diagram Graphic Organizers
- Note-taking Graphic Organizers
- Point of View Anchor Chart
- Point of View Essential Questions List
- Author's Point of View Graphic Organizer
- Narrator's/Author's Point of View
- Narrator's/Author's Point of View Graphic Organizer
- Inference Anchor Chart 1
- Inference Anchor Chart 2
- Inference Graphic Organizer

- Inference Graphic Organizers
- Context Clues Anchor Chart
- Context Clues Graphic Organizer-1
- Context Clues Graphic Organizer-2
- Context Clues Graphic Organizer-3
- Text Evidence Response Stems
- Citing Evidence Stems Anchor Chart
- Citing and Explaining Evidence Anchor Chart
- Textual Evidence Log
- Text Structure Anchor Chart
- Text Structure Graphic Organizers
- Compare/Contrast Text Structure Sheet
- Text Features Anchor Chart
- Figurative Language Anchor Chart
- Figurative Language Posters
- Figurative Language Student Notebook
- Socratic Seminar Guide
- Flip
- Google Slides
- Canva
- Adobe Spark
- Feedback Anchor Chart
- Digital Storytelling Student Reflection

Equipment Needed:

- Projector
- Chromebooks
- Post-it notes
- Books
- Chart paper

UNIT OVERVIEW

Content Area: English Language Arts: **Writing**

Unit Title: Expressing Opinions: Writing with Reasons and Evidence

Target Course/Grade Level: 4th Grade

Unit Summary: In this writing unit, titled "Expressing Opinions: Writing with Reasons and Evidence," fourth-grade students will learn to craft compelling opinion pieces. They will start by clearly introducing a topic or text, stating their opinion, and organizing related ideas to support their viewpoint. Throughout the unit, students will gather and use facts from various texts and sources to back up their reasons, linking their opinions and evidence with clear, logical language. Emphasis will be placed on revising and editing to ensure clarity, logical flow, and impactful evidence. Students will also participate in respectful debates to refine their arguments and anticipate counterclaims. The unit will culminate in transforming their revised pieces into polished final drafts that meet publication standards, sharing their well-reasoned arguments with a wider community. Finally, students will present their opinions in engaging ways, provide constructive feedback to peers, and develop their public speaking skills in a supportive environment.

Approximate Length of Unit: 7 weeks

LEARNING TARGETS

NJ Student Learning Standards:

LANGUAGE:

- **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.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **L.WF.4.2** Demonstrate command of the conventions of encoding and spelling.
 - A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
 - B. Write affixed words that involve a sound or spelling change in the base word.
 - C. Spell grade-appropriate words correctly, consulting references as needed.
 - D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.WF.4.3.** Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

- A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
- B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
- C. Use independent clauses and coordinating conjunctions.
- D. Form irregular verbs; form and use progressive tenses.
- E. Form and use possessive nouns and pronouns.
- F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
- 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.
- H. Use apostrophes for possession.
- **L.KL.4.1.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Choose words and phrases to convey ideas precisely.
 - C. Choose punctuation for effect.
 - 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.** Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
 - A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.VI.4.3.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - B. Determine the meaning of words and phrases that allude to significant characters found in literature.
 - C. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

READING:

- **RI.CI.4.2.** Summarize an informational text and interpret the author’s purpose or main idea citing key details from the 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.
- **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.

WRITING:

- **W.AW.4.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
 - B. Provide reasons that are supported by facts from texts and/or other sources.
 - C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - D. Provide a conclusion related to the opinion presented.
- **W.WP.4.4.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - A. Identify audience, purpose, and intended length of composition before writing.
 - B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
 - E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- **W.RW.4.7.** Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING:

- **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.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **SL.II.4.2.** Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- **SL.ES.4.3.** Identify the reasons and evidence a speaker provides to support particular points.
- **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.
- **SL.AS.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.

Career Readiness, Life Literacies, and Key Skills:

- **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.CT.3:** Describe how digital tools and technology may be used to solve problems.
- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global.
- **9.4.5.GCA.1:** Analyze how culture shapes individual and community perspectives and points of view.
- **9.4.5.IML.3:** Represent the same data in multiple visual formats in order to tell a story about the data.
- **9.4.5.IML.6:** Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

Interdisciplinary Connections and Standards:

Social Studies:

- **6.1.5.CivicsCM.1:** Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

Science:

- **3-5-ETS1-2.** Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Technology:

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.

Unit Understandings:

Students will understand that...

- persuasive opinion essays require well-organized arguments, strong evidence, and clear language.
- supporting arguments with valid evidence strengthens their opinion pieces.
- anticipating and addressing counter arguments is crucial for crafting compelling essays.
- organizing ideas with a strong introduction and logical structure enhances readability and persuasiveness.
- formal language and transition words contribute to the clarity and flow of their writing.
- brainstorming sessions and graphic organizers can help in generating and organizing ideas.
- analyzing well-written opinion pieces provides insights into effective writing techniques.
- class debates and discussions encourage critical thinking and expose them to diverse perspectives.
- rubrics and checklists serve as valuable tools for self-assessment and improvement.
- revising and editing are essential steps in the writing process to ensure clarity and impact.
- peer reviews and individual conferences provide constructive feedback for refining their essays.
- final drafts should be polished and formatted according to publication standards.
- self-reflection helps in understanding their writing journey and identifying areas for improvement.
- engaging presentations and celebrating their work enhances public speaking skills and fosters a love for sharing their voices.

Unit Essential Questions:

- How can we effectively express and support our opinions in writing using clear organization, factual evidence, and logical reasoning?

- How can we effectively write persuasive essays to express our opinions clearly, using organized reasons, strong evidence, and clear language to convince others of the importance of our viewpoints?
- How can we improve our opinion pieces through careful revision and editing for clarity and logical flow, while using strong evidence, and how can participating in respectful debates help us refine our opinions and anticipate counterclaims to make our stance more persuasive?
- How can we turn our revised opinion pieces into polished final drafts that meet publication standards, using self-reflection and peer feedback to improve our writing for a chosen audience and effectively share our well-reasoned opinions with a wider community?
- How can we turn our published opinion pieces into engaging presentations that showcase our arguments, and how can we provide constructive feedback to our peers while fostering public speaking skills and a love for sharing our voices?

Knowledge and Skills:

Students will know...

- the structure and components of a persuasive opinion essay, including the introduction, body paragraphs with supporting arguments, counter arguments, and conclusion.
- the importance of a clear thesis statement to express their main opinion.
- how to gather and incorporate strong evidence from reliable sources to support their arguments.
- techniques for refuting counter arguments to strengthen their position.
- strategies for organizing their ideas logically and coherently.
- the role of formal language and transition words in enhancing the clarity and flow of their writing.
- the process of brainstorming to generate ideas and plan their essays.
- how to use graphic organizers to organize their thoughts and structure their essays.
- how to analyze mentor texts to identify effective writing techniques.
- the steps involved in revising and editing their essays for clarity, coherence, and impact.
- the value of rubrics and checklists in guiding their writing process and self-assessment.
- the importance of peer reviews and individual conferences in providing constructive feedback.
- how to format and polish their final drafts for publication.
- techniques for reflecting on their writing journey to identify strengths and areas for improvement.
- skills for presenting their essays effectively, including public speaking techniques and the use of multimedia components.
- how to celebrate and share their work through engaging presentations and publication.

Students will be able to...

- craft persuasive opinion essays that clearly express their viewpoints.
- develop a strong thesis statement to introduce their main opinion.
- gather and incorporate relevant evidence from reliable sources to support their arguments.
- anticipate and refute counterarguments effectively.
- organize their essays with a clear introduction, logically ordered body paragraphs, and a compelling conclusion.
- use formal language and transition words to enhance clarity and coherence in their writing.
- participate in brainstorming sessions to generate ideas and plan their essays.
- utilize graphic organizers to structure their arguments and ideas.
- analyze mentor texts to identify and emulate effective writing techniques.
- revise and edit their essays for clarity, coherence, and impact using checklists and peer feedback.
- apply rubrics to guide their writing process and self-assess their work.
- engage in peer review sessions to provide and receive constructive feedback.

- format and polish their final drafts for publication.
- reflect on their writing journey to identify strengths and areas for improvement.
- present their essays effectively using public speaking skills and multimedia components.
- celebrate and share their work through engaging presentations and publication.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Baseline Assessment:

- A Sweet Invention- CommonLit
- Assessment

Writing Task Assignment:

- End of Unit Assessment- Where Does Energy Come From? CommonLit
- Task

Additional Formative Assessments:

- Graphic Organizers
- Conferring Notes/Checklist
- Debates
- Quick Writes

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

Content Differentiation

- **Reading Levels:** Provide texts at various reading levels to ensure all students can access the information. Simplify the language for struggling readers, and provide more complex texts for advanced readers.
- **Visual Aids:** Use infographics, timelines, and charts to present historical and contemporary information visually to support comprehension.
- **Audio Support:** Offer audio versions of the texts for auditory learners and students with reading difficulties.
- **Key Vocabulary:** Pre-teach essential vocabulary and provide word banks to support students who need additional help with language.

Process Differentiation

- **Graphic Organizers:** Use different types of graphic organizers (e.g., T-charts, Venn diagrams, essay maps) to help students plan and organize their essays.
- **Peer Collaboration:** Arrange peer review sessions where students can give and receive feedback. Pair stronger writers with those who need more support.
- **Scaffolded Questions:** Provide guiding questions or sentence starters to help students develop their arguments and structure their essays.
- **Flexible Grouping:** Group students by ability level or interest to provide targeted instruction and support during brainstorming and drafting sessions.
- **Writing Conferences:** Conduct one-on-one or small group writing conferences to provide personalized feedback and support.

Product Differentiation

- **Essay Length:** Allow flexibility in the length of the essays. Struggling writers may produce shorter essays focusing on a few strong arguments, while advanced writers can write longer, more detailed essays.
- **Alternative Formats:** Offer different ways for students to present their opinions, such as creating a slideshow, a podcast, or a video presentation, in addition to writing an essay.
- **Creative Options:** Allow students to include illustrations, infographics, or other visual elements in their essays to support their arguments and demonstrate understanding.

Additional Differentiation

- **Technology Integration:** Utilize digital tools such as word processors with spell check and grammar suggestions, graphic organizer apps, and online research databases to support students' writing processes.
- **Extended Time:** Provide additional time for students who need it to complete their essays, ensuring they can work at their own pace.
- **Choice:** Offer topic choices within the broader question of college education's value to engage students' interests and make the task more relevant to their lives.
- **Goal Setting:** Help students set individual writing goals and track their progress, providing regular check-ins and adjustments as needed.
- **Learning Centers:** Create stations with different activities (e.g., research, drafting, revising) where students can work on specific skills at their own pace.

RESOURCES

Teacher Resources:

- Unit 4: Writing Pacing Guide with Linked Resources and Mentor Texts
- Assigning iReady Standards Mastery
- Ready Teacher Resource Book
- ELL Strategy Library

Mentor Text:

Where Does Energy Come From? CommonLit

Resources:**Writing Folder:**

- Traits for Good Writing
- Informational Hooks
- Descriptive Words
- Transitional Words
- Prove it & Explain it
- What Good Writers Do Anchor Chart
- Writers Process Anchor Chart

Conferencing:

- Conference Recording Sheet
- Conferencing Stems
- Writing Conference Organizers

Rubrics:

- Opinion Writing Rubric

Mini Lesson Resources:

- Opinion Writing Graphic Organizer
- Opinion Writing Exemplar
- Fact/Opinion Anchor Chart
- Opinion Writing Revising and Editing Centers
- Opinion Writing Anchor Chart
- Opinion Writing Word List
- Opinion Writing Anchor Chart (OREO)
- OREO Anchor Charts & Graphic Organizers
- Opinion Writing Checklist
- Opinion Writing Outline

Additional Resources:

- Video: Opinion Writing for Kids
- Video: What is Opinion Writing?
- Citing Sources

Equipment Needed:

- Writing Folder
- Mentor Text
- Writing Folder Materials
- Projector
- Student notebooks
- Post its
- Chart paper