Barrington
School District

Haddon Heights
School District

Lawnside
School District

Merchantville
School District

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Course Name: ELA
Grade: Fourth
Board Approved:

*All curriculum is aligned with the NJSLS in accordance with the Department's curriculum implementation timeline and includes all required components (NJ.A.C.6A:8).

**Resource and activity lists are compiled from all four districts and may not necessarily be reflected in each district or school.

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1	Primary Focus Standards: RL.4.1 RI.4.1 RF.4.3A RL.4.2 RI.4.2 RF.4.4A,B,C RL.4.4 RI.4.4 RL.4.6 RI.4.6	Primary Focus Standards: W.4.1A,B,C,D W.4.4 W.4.5 W.4.6 W.4.7 W.4.10	Primary Focus Standards: SL.4.1A,B,C,D SL.4.6	Primary Focus Standards: L.4.1A,B L.4.2A,D L.4.4A,C L.4.6
	Text Type: (fiction and nonfiction) ● 1 Extended Text ● 3-6 shorter texts depending upon length and complexity	Writing Genre: ● Opinion Writing ● Research ● Routine Writing	Task Types: ● Small and whole group discussions	These standards are embedded within the writing process
Unit 2	Primary Focus Standards: RL.4.1 RI.4.1 RF.4.3A RL.4.2 RI.4.2 RF.4.4A,B,C RI.4.3 RI.4.4 RI.4.5 RI.4.6 RI.4.7	Primary Focus Standards: W.4.2A,B,C,D,E W.4.4 W.4.5 W.4.6 W.4.8 W.4.10	Primary Focus Standards: SL.4.1A,B,C,D SL.4.2 SL.4.3 SL.4.6	Primary Focus Standards: L.4.1C,D L.4.2B,D L.4.3A,B,C L.4.4A,C L.4.6

	RI.4.8 RI.4.9			
	Text Type: (fiction and nonfiction) ● 1 Extended Text ● 3-6 shorter texts depending upon length and complexity	Writing Genre: ● Research/Informative ● Routine Writing	Task Type: ● Project-based presentations focusing on use of multimedia and visual displays	These standards are embedded within the writing process
Unit 3	Primary Focus Standards: RL.4.1 RI.4.1 RF.4.3A RL.4.2 RI.4.2 RF.4.4A,B,C RL.4.3 RL.4.4 RL.4.5 RL.4.6 RL.4.7 RL.4.9	Primary Focus Standards: W.4.3A,B,C,D W.4.4 W.4.5 W.4.6 W.4.9 W.4.10	Primary Focus Standards: SL.4.1A,B,C,D SL.4.2 SL.4.4 SL.4.6	Primary Focus Standards: L.4.1E,F L.4.2C,D L.4.4A,C L.4.5A,B,C L.4.6
	Text Type: (fiction and nonfiction) ● 1 - 2 Extended Texts ● 4-8 shorter texts depending upon length and complexity	Writing Genre: ● Narrative ● Literary Analysis ● Routine Writing	Task Type: ● Present in small groups and to whole class	These standards are embedded within the writing process
Unit 4	Primary Focus Standards: RL.4.1 RI.4.1 RF.4.3A RL.4.2 RI.4.2 RF.4.4A,B,C RL.4.4 RI.4.4 RL.4.5 RI.4.5	Primary Focus Standards: W.4.2A,B,C,D,E W.4.4 W.4.5 W.4.6 W.4.10 Select at least one from W.4.7, W.4.8, W.4.9	Primary Focus Standards: SL.4.1A,B,C,D SL.4.2 SL.4.5 SL.4.6	Primary Focus Standards: L.4.1G L.4.2D L.4.4A,B,C L.4.6

	RL.4.6 RI.4.6 RL.4.10 RI.4.10			
	Text Type: (fiction and nonfiction) ● 1 Extended Text ● 3-6 shorter texts depending upon length and complexity	Writing Genre: ● Research ● Informative and Explanatory ● Routine Writing	Task type: ● Debates ● Present in small groups and to whole class	These standards are embedded within the writing process
Suggested Open Educational Resources	Reading ● North Carolina-4th Gr. ELA Unpacking the Standards ● PARCC Evidence Tables ● Point of View Video ● Main Idea Practice ● Inference Practice ● Read Aloud Strategy ● Circle Plot Diagram ● Fluency Packet	Writing/Language ● Brainstorm before Writing ● Conferencing Video ● Narrative Lessons ● Compare/Contrast Map ● Essay Map ● Implementing the Writing Process ● Mini Lessons ● Writing Samples ● Graphic Organizers ● Flocabulary ● Context Clues ● Word Usage ● Grammar and Usage ● Spelling practice ● Various ELA Practices ● Word Relationships ● Grammar Practice ● More Grammar Practice	Speaking & Listening ● Collaborative Discussions Video ● Notes for Discussions Video ● Text Talk Time ● Literature Circles ● Speaking and Listening Rubric ● In Character Presentation ● Crafting a Persuasive Speech ● New Report	Critical Thinking ● Current Event Lessons ● Smithsonian Tween Tribune ● Newsela Critical Thinking Handbook ● Critical Thinking Lessons in Literacy ● Whole Brain Teaching Video ● Critical Thinking Lesson Plans

Unit 3 Grade 4		
Unit 3 Reading Standards		**Unit 3 Reading Critical Knowledge and Skills**
RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	● Read texts closely (questioning, determining importance, looking for patterns) to make meaning of what was read ● Make personal connections, make connections to other texts, and/or make global connections when relevant ● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text ● Refer to the text when drawing conclusions as well as when answering directly stated questions

RL.4.2. Determine the key details to identify theme in a story, drama, or poem and summarize the text.	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	● Identify the key details of a text that support the main idea ● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns ● Determine the theme or main idea of the text ● Summarize the key points of a text ● Explain how the author supports main ideas in informational text with key details
RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).		● Read text closely, looking for key details regarding character, setting, or plot ● Analyze story elements for literal and inferential meaning ● Refer to the text to describe various story elements
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.		● Determine the meaning of words and phrases in a text ● Identify words that allude to significant characters (i.e.: Herculean) ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific) ● Identify metaphors and similes
RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.		● Explain the differences between poems, drama, and prose ● Explain how structural elements are used to create an oral or written response to a text
RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		● Identify the narrator's point of view ● Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view
RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text		● Link the reading of the text to listening or viewing the same story ● Compare what was read to what was visualized and heard ● Cite textual evidence to support comparisons
RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		● Identify similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature ● Analyze how the theme is presented in the text ● Analyze the influence of culture on similar themes
RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. 　　RF.4.3.A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		● Identify specific strategies for decoding words in texts ● Apply the specific strategies for decoding and spelling multisyllabic words
RF.4.4. Read with sufficient accuracy and fluency to support comprehension. 　　RF.4.4.A. Read grade-level text with purpose and understanding. 　　RF.4.4.B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		● Use various strategies to understand text and read with purpose ● Accurately read grade-level poetry and prose aloud ● Use an appropriate rate and expression when reading aloud ● Use various strategies to support word recognition and understanding

RF.4.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	● Reread texts when appropriate to support increased accuracy, fluency, and comprehension
Unit 3 Writing Standards	**Unit 3 Writing Critical Knowledge and Skills**

W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
  W.3.3.A. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  W.3.3.B. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  W.3.3.C. Use temporal words and phrases to signal event order.
  W.3.3.D. Provide a sense of closure.
	● Compose a story hook to engage the reader
	● Establish the story's background or situation
	● Introduce a narrator and/or characters
	● Purposefully arrange events to make the story flow
	● Use dialogue and description to develop experiences and events
	● Show the responses of characters to situations, when appropriate
	● Use a variety of transitional words and phrases to manage the sequence of events
	● Use concrete words and phrases to relay story details
	● Use sensory details to convey experiences and events precisely
	● Provide a conclusion that follows from the narrated experiences or events

W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	● Produce writing that is clear and understandable to the reader ● Unpack writing tasks (type of writing assignment) ● Unpack writing purpose (the writer's designated reason for writing) ● Focus the organization and development of a topic to reflect the task and purpose
W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)	● Practice revising and editing skills ● Change word choice and sentence structure in writing to strengthen the piece ● Use a variety of graphic organizers (story frames, story mountains, story maps) to assist with developing a plan for writing ● Recognize spelling, grammar, and punctuation errors ● Employ strategies for correcting errors with assistance (conferences, check sheets, peer editing)
W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	● Use digital tools ● Use technology for producing and publishing writing, and collaborating with others ● Demonstrate proficiency in keyboarding skills ● Type at least one page in a single setting
W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	● Use strategies for reading literary and informational text to investigate topics ● Refer to specific details in literary text when finding the similarities and differences between two or more characters, settings or events ● Explain how an author uses proof to support a point in informational text ● Prove each point with evidence from the text ● Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject
W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	● Produce numerous pieces of writing over various time frames ● Develop skills in research ● Reflect on and revise writing ● Develop a topic related to the content area they are writing about to reflect task, audience, and purpose
Unit 3 Speaking and Listening Standards	**Unit 3 Speaking and Listening Critical Knowledge and Skills**

SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
   SL.4.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion
   SL.4.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.
   SL.4.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others
   SL.4.1.D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions
	● Use previous knowledge to expand discussions about a topic
	● Engage in conversations about grade-appropriate topics and texts
	● Participate in a variety of rich, structured conversations
	● Engage as part of a whole class, in small groups, and with a partner, sharing the roles of participant, leader, and observer
	● Engage in collaborative conversations (such as book groups, literature circles, buddy reading), and develop skills in active (close) listening and group discussion (looking at the speaker, turn taking, linking ideas to the speaker's idea, sharing the floor, etc)

SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g.,visually, quantitatively, and orally).	● Identify the key points and supporting details of a text presented orally ● Restate the key information from a written text read aloud or information presented in multiple formats
SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	● Report on a topic or text, telling a story, or recounting an event in an organized, logical manner ● Present information orally and in coherent, spoken sentences ● Use an appropriate pace when presenting ● Present and logically support personal opinions
SL.4.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)	● Speak for a variety of purposes ● Distinguish between formal and informal discourse ● Adapt speech to a variety of contexts and tasks
Unit 3 Language Standards	**Unit 3 Language Critical Knowledge and Skills**

L.4.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   L.4.1.E. Form and use prepositional phrases.
   L.4.1.F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
	● Recognize the purpose and function of prepositional phrases
	● Identify prepositions and prepositional phrases when reading
	● Use prepositional phrases in writing
	● Identify the components of complete sentences
	● Consistently write in complete sentences
	● Distinguish complete sentences, fragments, and run-on sentences
	● Revise fragments and run-ons to form complete sentences

L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   L.4.2.C. Use a comma before a coordinating conjunction in a compound sentence.
   L.4.2.D. Spell grade-appropriate words correctly, consulting references as needed.
	● Identify coordinating conjunctions in sentences
	● Use a comma before a coordinating conjunction in a compound sentence
	● Spell grade-appropriate words correctly
	● Use references as needed to aid in spelling

L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
   L.4.4.A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
   L.4.4.C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases
	● Decipher the meanings of words and phrases by using sentence context
	● Identify the purpose and use of glossaries and dictionaries
	● Determine the structure of glossaries and dictionaries
	● Use both print and digital glossaries and dictionaries to define and clarify words

L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	● Identify similes and metaphors in text ● Explain the meaning of simple similes and metaphors ● Identify idioms, adages, and proverbs in text

L.4.5.A. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. L.4.5.B. Recognize and explain the meaning of common idioms, adages, and proverbs. L.4.5.C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	● Explain the meaning of common idioms, adages, and proverbs ● Determine synonyms and antonyms of words to show meaning
L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation).	● Use 4th grade vocabulary fluently when discussing academic or domain-specific topics ● Choose the most accurate word when describing actions, emotions, or states of being ● Choose the most accurate word when discussing a particular topic ● Use knowledge of synonyms and antonyms to broaden vocabulary

Unit 3	
Essential Questions	**Suggested Activities**
Reading: **Characterization/ Plot/ Setting Impacting Plot/ Setting Impacting Character/Protagonist vs. Antagonist** ● What are the essential elements of a story? (RL.3) ● What are the essential elements of a drama? (RL.3) ● What is the impact of a character, the setting, or event on the text? (RL.3) ● Why do readers use details from the text to support their understanding of the text? (RL.1) **Affixes** ● Why do authors use different language in different texts? (RL.4) ● How can background knowledge help a reader understand the language an author uses? (RL.4) ● Can you find a root or base word in that word that might provide a clue to what that word means? (L.4.b) ● Are there any prefixes or suffixes that you can use to help you determine the meaning of the word? (L.4.b) **Text Structure-Literature** ● Why do authors choose the genre they do? (RL.5) ● How do the different genres draw on different emotions? (RL.5) ● Why do readers use details from the text to support their understanding of the text? (RL.1) **Text to Visual or Oral Presentation** ● How does comparing different forms of literary text (written, visual and oral) by making connections build understanding of the text? (RL.7) **Point of View- Literature** ● What does an author consider when choosing a point of view from which to write a story? (RL.6) **Drawing Conclusions- Literature** ● Why do readers use details from the text to support their understanding of the text? (RL.1) **Compare and Contrast the Treatment of Similar Themes**	**Reading:** Sample Anchor Charts **Characterization/ Plot/ Setting Impacting Plot/ Setting Impacting Character/Protagonist vs. Antagonist** ● FAST Characterization ● Story Mountain using Pixar Shorts ● Review how setting affects the characters and plot through read alouds **Affixes** ● Have students work backwards, first identifying words with the same root word, finding the different meanings of those words, then exploring what those words have in common **Text Structure-Literature** ● REview different genres and text types (prose, dramas, poetry) ● Identify the characteristics of each and author's purpose **Text to Visual or Oral Presentation** ● Compare different versions of the same story within different formats ● Use stories with pictures and discuss how the picture represents the mood and any other information the picture has that the text does not explicitly say **Point of View- Literature** ● Model different points of view from the same story (Three Little Pigs vs. The True Story of the Three Little Pigs) (Disney's My Side of the Story) ● Use a Venn Diagram to compare and contrast what's the difference between the two (feelings and motivations) ● Have students complete an independent example **Drawing Conclusions- Literature** ● Review figurative language in prose ● Use resources that contain figurative language to help with theme and plot ● Pixar shorts **Compare and Contrast the Treatment of Similar Themes**

- How can a reader identify patterns of similar themes throughout various literary works? (RL.9)
- How can understanding the literature of other cultures deepen the understanding of one's own culture and its literature? (RL.9)
- Why is determining the theme of a story important for a reader? (RL.2)
- How do readers use details to help determine the theme? (RL.2)
- Why do authors use different language in different texts? (RL.4)

Main Idea
- Why is determining the main idea of the text important for the reader? (RI.2)
- How do readers use details from the text to help determine the main idea? (RI.2)
- How do you determine the main idea of a text? (RI.2)
- What is the difference between the main idea and details in a text? (RI.2)
- What does it mean to make an inference? (RI.1)
- What are the steps to making an inference? (RI.1)
- How will making an inference help me to understand the story better? (RI.1)
- Why is it important to use information from the text to support my inference? (RI.1)

*Taught through small group Literature Circles and whole group reading lessons: RF.4.3.a, RF.4.4.a-c, SL.4.1.a-d, SL.4.2, SL.4.4, and SL.4.6.

- Use fables and folklore and compare stories with similar themes and lessons
- Demonstrate to students how to cite and explain text evidence to support theme through characters and plot

Main Idea
- Have students read articles to determine the title using the main idea
- "Who Did What" newspaper format

Writing: Narrative Writing

Lesson 1
- How do I choose a "focused topic" for my narrative writing piece? (W.3)

Lesson 2
- How do I establish a situation and introduce a narrator and/or characters? (W.3)

Lesson 3
- How can writers support important ideas with specific, relevant facts and details? (W.9)

Lesson 4
- Why is it important for me to show style in my writing? (W.3)

Lesson 5
- Why is it important to sequence the events in my story to provide a sense of closure? (W.3)

Lesson 6
- How can I use dialogue to enhance my writing? (W.3)

Lesson 7
- How can a writer develop a paper appropriate to task, purpose, and audience? (W.4)

Lesson 8
- Why is it important to edit, revise and proofread a paper? (W.5)
- Why should proofreading be the last step in the revision process? (W.5)

Lesson 9
- How does the Internet help a writer to improve a piece of writing? (W.6)
- How does a specific technology affect the format of a piece of writing? (W.6)

*Writing Standard W.10 taught throughout and in small group center.

Writing:

- Model how to choose a topic
  - Personal NarrativeZoom in on a small moment
    - Stretch the idea with details
    - Model a paragraph at a time
  - Imagined (Fractured Fairy Tales)
    - Introduce elements of a fairy tale
    - Discuss ways it can be fractured
    - Model different types of changes and the graphic organizers that would be used
    - Students choose, read through, and annotate; deciding what they would like to fracture
  - Historical Fiction
    - Review story mountain
    - Brainstorm events in a story
    - Students research a time in history, paying attention to problems that would occur in that time period
    - Students use a story mountain to plan out their writing
- Mini lessons on the following topics:

**Language Standards will be taught with writing (L.4.1.E,F, L.4.2.C,D, L.4.4A,C, L.4.5.A,B,C, and L.4.6).	○ Introduction ○ Dialogue ○ Transition words ○ Sensory Detail ○ Conclusions ● Revisions and edits (sentence structure, verb tenses, spelling, capitalization and punctuation)

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. Teacher Created Assessment, DRA, Graphic Organizer	MAP Testing Unit Framework Benchmarks

Alternative Assessments	
Evaluative Criteria	**Assessment Evidence**
Suggested Performance Rubric: Marzano Proficiency Scale 4- Advanced: Advanced understanding and application of the standard 3- Achieving: Consistently applies skills independently 2- Developing: Progressing towards independent application of skills 1- Beginning: Early stages of development; needs assistance Learning Scales: Reading Informational Learning Scales: Reading Literature	**Suggested Activities:** **Literature Circle Packets** **Newspaper Activity** Students create an article based on researched subject and use main idea to drive headline and text features

District/School Texts	District/School Supplementary Resources
Characterization: Pink and Say, My Rotten Redheaded Older Brother, The Paper Bag Princess **Plot**: Sweet Clara and the Freedom Quilt, Stone Soup **Setting Impacting Plot:** The Three Brothers, A New Home **Setting Impacting Character:** Forest Ghosts **Protagonist/Antagonist:** Hansel and Gretel **Text Structure-Literature: Poetry:** "Life Doesn't Frighten Me," and other various poems **Text to Visual or Oral Presentation:** "Gilgamesh…" Alice in Wonderland, Owl Moon	Core Clicks **Characterization**: *Readworks.org* **Plot:** Pixar Shorts, *Readworks.org* **Setting Impacting Plot:** *Readworks.org* **Protagonist/Antagonist:** *Readworks.org* **Affixes:** Teacher Created Resources **Drawing Conclusion- Literatures:** Teacher Created Resources, *Readworks.org* **Main Idea**: Newspaper Headline Activity, teacher created resource

Point of View: Three Little Pigs, True Stories of the Three Little Pigs, The Happy Prince, My Side of the Story Series, Three Questions
Compare & Contrast Theme: Snowflake Bentley, The Man Who Walked Between the Towers, Aesop's Fable
Writing: Various Fractured Fairy Tales (Three Little Pigs, The True Story of the Three Little Pigs, My Side of the Story Series, Goldilocks and the Three Bears, Goldilocks and the Three Dinosaurs, The Emperor's New Clothes, The Principal's New Clothes, The Happy Prince) When I was Young in the Mountains

Suggested Texts

District/School Writing Tasks		
Primary Focus: W: Narrative Piece-Change Narrator's P.O.V. Fractured Fairy Tales	**Secondary Focus** Model Text- Narrator Point of View Model Text-Summary	**Routine Writing** *R.A.C.E* *Clements Writing* *CAFE: Work on Writing* *Portland Oregon Writer's Workshop*

Interdisciplinary Connections		
(Click on the text above; it is linked to the state website where the information needed for this section can be found)		
Social Studies: Sweet Clara and the Freedom Quilt 6.1.4.D.15: Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.	**Math: Sweet Clara and the Freedom Quilt** 4.G.A.3-Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	**Science: Stone Soup** 3-5-ETS1-1- Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost**.**
	Technology 8.1.5.A.3: Use a graphic organizer to organize information about problem or issue	**Career Education/ 21st Century Skills: A New Home** CRP5. Consider the environmental, social and economic impacts of decisions.

Modifications and Accommodations		
Special Education Students Small Group Direct Instruction Choices Shorten Assignments	**English Language Learners** Small Group Direct Instruction Choices Shorten Assignments	**Students at Risk for Failure** RTI Process Small Group Direct Instruction Choices

Eliminate Answer Choices Reword Directions Intentional Grouping Leveled Text Sonday Program, SRA, Secret Stories	Eliminate Answer Choices Reword Directions Intentional Grouping Labeling Text to Speech Leveled Text Qualified Programming	Shorten Assignments Eliminate Answer Choices Reword Directions Intentional Grouping Labeling Text to Speech Leveled Text
Gifted and Talented Leveled Text Qualified Programming Extension Projects and tasks Leadership roles in the classroom	**Students with 504 Plans** Small Group Direct Instruction Choices Shorten Assignments Eliminate Answer Choices Reword Directions Intentional Grouping Labeling Text to Speech Leveled Text	

Unit Duration: Instructional Days
42 days