



# Little Egg Harbor School District Curriculum Guide

## English Language Arts: Fourth Grade

BOE APPROVAL DATE: August 20, 2024

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<b>Created by:</b>	Ocean County Curriculum
<b>Revised on:</b>	July 2024
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<b>Ocean County 4th grade English Language Arts (ELA) Curriculum</b>	
<b>Content Area: English Language Arts</b>	
<b>Course Title: ELA</b>	<b>Grade Level: 4</b>
<b>Unit 1: Reading (Literature)*</b>	45 Days
<b>Unit 2: Reading (Informational)*</b>	45 Days
<b>Unit 3: Writing**</b>	45 Days
<b>Unit 4: Language**</b>	45 Days

\*Reading literature and informational are expected to be spiraled through the units.

\*\*Writing and Language units are expected to be ongoing throughout the school year.

## Introduction

During the school year, the teacher will establish a literature-rich climate by utilizing the provided reading/writing series, trade books, and novels located in the classroom and school library aligned to the NJ state standards. Benchmarks will allow the teacher to determine what needs to be modeled during future mini-lessons and guided reading groups. Reading and writing should be integrated to include elements of grammar and reading, spelling, mechanics, traits of writing, and the writing process. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. Instruction should take place in the form of whole group mini-lessons, small group mini-lessons, and guided reading/writing groups in order to meet the needs of all learners.

**Unit 1:** In this unit, students will closely read literature in order to cite textual evidence, make connections, and draw inferences. Over the course of this unit, students will summarize literary texts and interpret the author's theme and central ideas and cite details from the text. Additionally, students will describe interactions among text elements and the impact of individuals and events throughout the text. Students will analyze characters, settings, or events that draw on text evidence. Additionally, students will distinguish between different types of literature—poems, drama, and prose—through their unique structural elements, such as verse and meter in poems or dialogue and stage directions in drama. Students will analyze how authors use facts and details to support their ideas and compare the treatment of themes and topics in fictional texts from diverse cultural perspectives. Additionally, students will gather information from various sources, organize it effectively, and provide proper citations in writing.

**Unit 2 :** In this unit, students will determine central ideas of informational text and summarize the key and supporting details and ideas in the text. Over the course of this unit, students will analyze how and why individuals, events, and ideas develop and interact over the course of historical, scientific, or technical texts. Students will determine the meaning of general academic and domain-specific words or phrases in a text, describe the overall structure of events, ideas, concepts or information in a text and compare and contrast firsthand and secondhand accounts of the same event or topic. Additionally, students will interpret information presented visually, orally, or quantitatively (eg., charts, graphs, diagrams, etc) and explain how the information contributes to an understanding of the text and explain how an author uses reasons and evidence to support particular points in a text. Finally, students will integrate and reflect on information from two texts on the same topic in order to speak or write about the subject knowledgeably.

**Unit 3 :** In this unit, students will write opinion pieces on topics or texts, supporting a point of view with reasons and information. Students will also write informative/explanatory texts to examine a topic and convey ideas and information clearly, write narratives to

develop real or imagined experiences or events using narrative techniques, descriptive details, and clear event sequences. Finally, students will produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Finally, with guidance from peers and adults, students will develop and strengthen writing by planning, revising and editing as well as use technology to produce and publish writing and to collaborate with others.

**Unit 4:** In this unit, students will demonstrate a command of the conventions of English grammar and usage when writing or speaking. Students will use relative pronouns, form and use the progressive verb tenses, use modal auxiliaries, order adjectives within sentences according to conventional patterns, form and use prepositional phrases, produce complete sentences, recognizing correcting inappropriate fragments and run-ons, and correctly use frequently confused words (eg., to, too, two; there, their, they're). Students will demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. Additionally, students will use knowledge of language and its conventions when writing, speaking, reading, or listening. Finally, students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading content, choosing flexibly from a range of strategies (eg., context, Greek and Latin affixes and roots, and reference materials (both print and digital).

### Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please [click here](#) for specific examples (by subject).

**Unit 1:Reading (Literature)**

**Duration: 45 days**

**Standards/Learning Targets**

**Focus Standards (Major Standards)**

**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.

**Supporting and Additional Standards**

The following Anchor Standards for English Language Arts and select New Jersey Student Learning Standards should be covered throughout the various units of the curriculum. [New Jersey Student Learning Standards.](#)

**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.

### Primary Interdisciplinary Connections

#### 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.

### Computer Science and Design Thinking Standards

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.
- **8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

- **8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- **8.1.5.AP.4:** Break down problems into smaller, manageable sub-problems to facilitate program development.
- **8.2.5.ED.2:** Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- **8.1.5.DA.5:** Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

**Career Readiness, Life Literacies, and Key Skills Standards**

- **9.4.5.CI.2:** Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- **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 (e.g., 6.1.5.CivicsCM.3).

**Evidence of Student Learning**

**Performance Tasks/Use of Technology**

- Conferencing/Individual Small group
- Open Ended Questions
- Observations
- Engage in turn and talk
- Third party vendors and websites such as:
  - CommonLit
  - Kahoot
  - Actively Learn
  - Read Works
  - Flipgrid
  - Padlet

**Other Assessments**

- Formative**
- Wonders Assessments
  - WonderWorks Assessments
  - Linkit! Assessments
  - Quizzes
  - Exit slips
  - Peer/Self Assessments
  - Turn and talk
  - Strategic Questioning
  - 1, 2, 3 response

	<ul style="list-style-type: none"> <li>● Flipgrid- Ex: “What have you learned and what do you still have questions on?”</li> <li>● Kahoot</li> <li>● Padlet- “What did you learn? Did your perspective change?”</li> <li>● Check-lists</li> <li>● Teacher observations on appropriate grammar use in writing</li> <li>● Student written responses to reading</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Unit Assessment (ex. Wonders)</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● Fall, winter, spring benchmark assessments (Wonders, Beable, Linkit)</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● <a href="#">CommonLit</a> for reading passages and quizzes</li> <li>● Kahoot for games on current skills</li> <li>● <a href="#">Actively Learn</a> free reading passages</li> <li>● Learn Zillion ELA to explain current skills</li> <li>● <a href="#">Read Works</a> for reading passages and questions</li> <li>● Achieve the Core for lessons on current skills</li> <li>● BrainPop for lessons and quizzes on current skills</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<b>Unit Essential Questions</b>	<p><b><i>Students will be able to...</i></b></p> <ul style="list-style-type: none"> <li>● Summarize by retelling the most important parts of a</li> </ul>



- How can specific details and examples from the text be used to explain what happens?
- What evidence can you find in the text that helps you make inferences about the characters or events?
- How do details and examples from the text support your understanding of its explicit meaning?
- What is the main idea or theme of the literary text and what details help you interpret it?
- How can you summarize the text in your own words while citing key details?
- How can you use textual evidence to analyze the significance of key characters or events?

#### **Enduring Understandings**

- Readers use key details to summarize the text and construct a cohesive written response.
- Readers use text evidence and details to determine the theme of a story.
- Readers are able to ask and answer questions and refer to details and examples when explaining what the text says explicitly and when drawing inferences from the text.
- Readers describe in depth a character in a story, drawing on specific details in the text (character's thoughts, words, or actions).
- Readers determine the meaning of words and phrases used in a text.
- Readers explain major differences between poems, drama, and prose.
- Readers make connections between specific descriptions and directions in a text and a visual/oral representation of the text
- Readers compare, contrast and reflect on genre.

story in one's own words

- Determine which details are the key details to include in summary
- Write a summary that includes key details from the beginning, middle and end of a story
- Justify ideas about the importance of details in partner discussion
- Use sentence frames to share ideas about skills that people can use to solve mysteries
- Use details from the text to determine the theme and topic of a story
- Understand and use the term theme appropriately when speaking and writing
- Use text evidence to justify ideas about a story's theme during partner discussion
- Discuss in groups the life lessons of characters in the story and take notes
- Make inferences based on details and evidence in the text and background knowledge
- Describe in writing how a character's feelings change, based on inferences and supporting text evidence in a chart
- Describe characters' feelings, motivations, and traits, based on what they think, say, and do
- Support descriptions of characters with text evidence
- Identify a character's traits in a written response

## Instructional Plan

### Some Suggested Activities

- Teacher should choose read alouds with rich story elements and use read alouds to help:
  - Model identifying character traits.
  - Model identifying the plot and summarizing
  - Model how to identify the theme
- Students can collaborate with peers and work together to identify the elements of fiction in a specific read aloud.
- Individually, students can respond in writing to read alouds and demonstrate their own understanding of the elements of fiction focused on in the unit.
- Teacher can utilize turn and talks during read alouds to deepen student understanding.
- What are the major differences between poems, drama, and prose? How do the structural elements such as verse, rhythm, meter, casts of characters, settings, descriptions, dialogue, and stage directions contribute to understanding these genres?
- A suggested culminating activity might have students reading grade level texts, or texts on their individual level, and preparing a Google slideshow to share their understanding of the elements of fiction and presenting to the class.

### Lesson Activity 6.1.2.CivicsCM.3:Scholastic

- Read the story *Bad Case of Stripes* and introduce the elements of the story using an anchor chart
- Read the Story *Bad Case of Stripes* and have students fill our Graphic organizer for the elements of the story and discuss as group
- Read another book or story (based on students levels )

### Resources

- Wonders materials
- WonderWorks
- Beable
- IXL
- Leveled Readers
- Newsela
- BrainPOP
- ClassDojo
- Learning A-Z
- Epic! Books [getepic.com](http://getepic.com)
- Close Reading Resources
- Scholastic Storyworks
- Print Material
- White board
- Computer
- Smart Board
- iPads/Laptops
- Novels
- Picture Books
- [Achievethecore.org](http://Achievethecore.org)

### As Appropriate:

- Reading A-Z
- Boom Cards
- VBMAPP
- ABLLS
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

and fill out graphic organizer that have the similar theme of being yourself and being comfortable in your skin

Resources for students **approaching** grade level expectations:

- Highlighters to identify key words to support comprehension
- Leveled readers
- Online versions of the read aloud that can be reread to them
- Copy of the read aloud

Resources for **on-grade** students:

- Word bank (character traits)
- Partners/Pairs (Ex: Turn and Talk)
- Elements of fiction anchor chart that defines each element in the unit
- Copy of the read aloud

Resources for students **exceeding** grade level expectations

- Compare and contrast characters motivations using a T chart
- Compare themes from multiple texts using graphic organizers

### Suggested Options for Differentiation

#### Multilingual Learners

- Visuals
- Gesturing
- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson
- Total physical response (TPR) activities
- Cloze activities

- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Choral chanting
- Small group instruction / cooperative learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

### **Special Education**

- Follow all IEP modifications
- Model assignments
- Provide Brain Breaks such as count to 10
- Chunk assignments
- Use visuals such as stop sign
- Introduce key vocabulary before lesson
- Teacher reads assignments orally to support comprehension
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Songs found on educational YouTube channels
- Assign a picture or movement to vocabulary words
- Small group instruction-
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Scriber for students who can't write
- Technology resources
- Website: Goal Book App

**504 Plans**

- Follow all IEP 504 plan modifications
- Provide Picture Instructions
- Small Group Instruction- Guided Reading and Guided Writing
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

**Gifted and Talented**

- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities • use leveled texts and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) • Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities Equipment Needed
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

**Students at Risk of School Failure**

- Provide peer tutoring
- Use a strong student as a "buddy"
- Use books on tape

- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provided needed academic resources

**Core Instructional and Supplemental Materials:**

- Wonders materials
- WonderWorks
- Beable
- IXL
- Learning A-Z
- Novels

As Appropriate:

- Reading A-Z
- Boom Cards
- VBMAPP
- ABLLS
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

**Technology Resources:**

Third Party Educational Websites:

- CommonLit
- Kahoot
- Actively Learn
- Safe Search Kids
- Achieve the Core
- Readworks

- Brain Pop

**Supplemental Texts / Materials for Students On-Grade / Meeting Expectations**

- ReadWorks

**Supplemental Texts for Students Approaching Grade Level Expectations**

- Actively Learn

**Supplemental Texts for Students Exceeding Grade Level Expectations**

- CommonLit

**Teacher Notes/Reflection:**

**Unit 2: Reading (nonfiction)**

**Duration: 45 Days**

**Standards/Learning Targets**

**Focus Standards (Major Standards)**

**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.
- **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.
- **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.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.

### **Supporting and Additional Standards**

The following Anchor Standards for English Language Arts and select New Jersey Student Learning Standards should be covered throughout the various units of the curriculum. [New Jersey Student Learning Standards.](#)



## 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.
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- **SL.UM.4.5.** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
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## Primary Interdisciplinary Connections

### 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.

## Computer Science and Design Thinking Standards

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

- **8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
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**Career Readiness, Life Literacies, and Key Skills Standards**

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- **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 (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
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- **9.4.5.CT.4:** Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

**Evidence of Student Learning**

**Performance Tasks/Use of Technology**

**Other Assessments**

- Conferencing/Individual Small group
- Open Ended Questions
- Observations
- Engage in turn and talk
- Third party vendors and websites such as:
  - CommonLit
  - Kahoot
  - Actively Learn
  - Read Works
  - Flipgrid

- Formative**
- Wonders Assessments
  - WonderWorks Assessments
  - Linkit! Assessments
  - Quizzes
  - Exit slips
  - Peer/Self Assessments
  - Turn and talk
  - Strategic Questioning

-Padlet

- 1, 2, 3 response
- Flipgrid- Ex: "What have you learned and what do you still have questions on?"
- Kahoot
- Padlet- "What did you learn? Did your perspective change?"
- Check-lists
- Teacher observations on appropriate grammar use in writing
- Student written responses to reading

**Summative**

- Unit Assessment (ex. Wonders)
- Research presentation/project

**Benchmark**

- Fall, winter, spring, benchmark assessments (Wonders, Beable, Linkit)

**Alternative**

- [CommonLit](#) for reading passages and quizzes
- Kahoot for games on current skills
- [Actively Learn](#) free reading passages
- Learn Zillion ELA to explain current skills
- [Read Works](#) for reading passages and questions
- Achieve the Core for lessons on current skills
- BrainPop for lessons and quizzes on current skills

**Knowledge and Skills**

**Content**

**Skills**

**Unit Essential Questions**

- What are the key elements of a summary of an informational text?
- How can you determine the author's purpose in an informational text? What text evidence supports your interpretation?
- What strategies can you use to identify the main idea of an informational text?
- How do individuals influence the outcome of historical events as described in texts?

**Enduring Understandings**

- Readers explain events, ideas, or concepts in a historical text, including what happened and why, based on specific information in the text.
- Readers determine the meaning of general academic and domain-specific words or phrases in a text relevant to the subject area.
- Readers determine the main idea of a text and explain how it is supported by key details.
- Readers explain the overall structure of events, ideas, concepts.
- Readers compare and contrast firsthand and secondhand account of the same event or topic
- Readers interpret information presented visually, orally, or quantitatively and explain the information contributes to understanding
- Readers explain how authors use reasons and evidence to support particular points in texts
- Readers integrate and reflect on information from two texts on the same topic in order to write or speak about the subject.

***Students will be able to...***

- Explain how events in a historical text are connected by using text details
- Explain the effects of a particular event
- Use a chart to record events from a text and infer their causes
- Determine the meaning of unfamiliar words in an informational text, using word parts and context clues
- Explain to a small group how word parts and context clues can be used to figure out the meaning of a word
- Identify key details in a text and use key details to determine and support the main idea of an informational text
- Record key details in a chart to figure out the main idea of a text
- Record the main idea and key details of a text in a graphic organizer and use it to write a summary
- Agree or disagree with a partner about the main idea of a text and explain why
- Summarize a text using the main idea and key details
- Negotiate the importance of details with a partner to determine which ideas to include in a nonfiction summary

Suggested Activities	Resources
<ul style="list-style-type: none"> <li>● Group idea to introduce the genre: Pass out various nonfiction and fiction texts to groups. Students compare/take notes on their observations of the two genres.</li> <li>● Teacher and students create an anchor chart for the elements of nonfiction</li> </ul> <p>Choose texts that are appropriate to teach the following:</p> <ul style="list-style-type: none"> <li>● <i>Text features</i> (headings, captions, photos, graphs, etc) <ul style="list-style-type: none"> <li>- Identify text features and explain their purpose in helping a reader navigate an informational text</li> <li>- Ask questions such as: what text feature can we use to find out what whales eat? How do the headings help the reader navigate the text? What text feature will tell me find information on whale habitats? How do the photos help the reader better understand the text?</li> </ul> </li> <li>● <i>Main idea, key details</i> <ul style="list-style-type: none"> <li>- Model how to find the main idea of a text by "chunking" the text. Find the main idea of each paragraph and write it in the margin. Highlight key details that support the main idea.</li> <li>- Model how to use this information to summarize the article/passage/text</li> </ul> </li> <li>● <i>Nonfiction genres</i> (biography, reference, literary nonfiction)</li> <li>● As a culminating activity, students might do a research report by choosing a topic of interest, writing 7-10 "wondering" questions and using the internet and books/articles/texts to answer their questions. Research could be presented in the form of a poster, Google slideshow, or as an informational article. All, however, should include the proper use of text features.</li> </ul>	<ul style="list-style-type: none"> <li>● Wonders materials</li> <li>● WonderWorks</li> <li>● Beable</li> <li>● IXL</li> <li>● Leveled Readers</li> <li>● Newsela</li> <li>● BrainPOP</li> <li>● ClassDojo</li> <li>● Learning A-Z</li> <li>● Epic! Books <a href="http://getepic.com">getepic.com</a></li> <li>● Close Reading Resources</li> <li>● Scholastic Storyworks</li> <li>● Print Material</li> <li>● White board</li> <li>● Computer</li> <li>● Smart Board</li> <li>● iPads/Laptops</li> <li>● Novels</li> <li>● Picture Books</li> <li>● <a href="http://Achievethecore.org">Achievethecore.org</a></li> </ul> <p>As Appropriate:</p> <ul style="list-style-type: none"> <li>● Reading A-Z</li> <li>● Boom Cards</li> <li>● VBMAPP</li> <li>● ABLLS</li> <li>● Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)</li> </ul>

Resources for students **approaching** grade level expectations:

- Highlighters to identify key words to support comprehension
- Leveled texts
- Online versions of the read aloud that can be reread to them
- Copy of the read aloud

Resources for **on-grade** students:

- Word bank (text features)
- Partners/Pairs (Ex: Turn and Talk)
- Elements of nonfiction anchor chart that defines the elements covered in the unit
- Copy of the read aloud
- Leveled texts

Resources for students **exceeding** grade level expectations

- Leveled texts
- Mentor/teach peers

### Suggested Options for Differentiation

#### Multilingual Learners

- Visuals
- Gesturing
- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson
- Total physical response (TPR) activities
- Cloze activities

- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Choral chanting
- Small group instruction / cooperative learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

### **Special Education**

- Follow all IEP modifications
- Model assignments
- Provide Brain Breaks such as count to 10
- Chunk assignments
- Use visuals such as stop sign
- Introduce key vocabulary before lesson
- Teacher reads assignments orally to support comprehension
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Songs found on educational YouTube channels
- Assign a picture or movement to vocabulary words
- Small group instruction-
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Scriber for students who can't write
- Technology resources
- Website: Goal Book App

**504 Plans**

- Follow all IEP 504 plan modifications
- Provide Picture Instructions
- Small Group Instruction- Guided Reading and Guided Writing
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

**Gifted and Talented**

- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities • use leveled texts and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) • Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities Equipment Needed
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

**Students at Risk of School Failure**

- Provide peer tutoring
- Use a strong student as a "buddy"
- Use books on tape



- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provided needed academic resources

**Core Instructional and Supplemental Materials:**

- Wonders materials
- WonderWorks
- Beable
- IXL
- Learning A-Z
- Novels

As Appropriate:

- Reading A-Z
- Boom Cards
- VBMAPP
- ABLLS
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

**Technology Resources:**

Third Party Educational Websites:

- CommonLit
- Kahoot
- Actively Learn
- Safe Search Kids
- Achieve the Core
- Readworks

- Brain Pop

**Supplemental Texts / Materials for Students On-Grade / Meeting Expectations**

- ReadWorks

**Supplemental Texts for Students Approaching Grade Level Expectations**

- Actively Learn

**Supplemental Texts for Students Exceeding Grade Level Expectations**

- CommonLit

**Teacher Notes/Reflection:**

**Unit 3: Writing**

**Duration: 45 days**

**Standards/Learning Targets**

**Focus Standards (Major Standards)**

## Reading

- **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.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.

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

## Speaking and Listening

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

## Language

- **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.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.

### Supporting and Additional Standards

The following Anchor Standards for English Language Arts and select New Jersey Student Learning Standards should be covered throughout the various units of the curriculum. [New Jersey Student Learning Standards.](#)

#### 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.

### Primary Interdisciplinary Connections

#### Social Studies

- **6.1.2.CivicsCM.3:** Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- **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.

### Computer Science and Design Thinking Standards

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.
- **8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- **8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- **8.1.5.AP.4:** Break down problems into smaller, manageable sub-problems to facilitate program development.
- **8.2.5.ED.2:** Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- **8.1.5.DA.5:** Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

### Career Readiness, Life Literacies, and Key Skills Standards

- **9.2.5.CAP.1:** Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.



- **9.4.2.DC.7:** Describe actions peers can take to positively impact climate change.
- **9.4.5.CI.2:** Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- **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 (e.g., 6.1.5.CivicsCM.3).

### Evidence of Student Learning

#### Performance Tasks/Use of Technology

- Conferencing/Individual Small group
- Open Ended Questions
- Observations
- Engage in turn and talk
- Third party vendors and websites such as:
  - CommonLit
  - Kahoot
  - Actively Learn
  - Read Works
  - Flipgrid
  - Padlet

#### Other Assessments

- Formative**
- Wonders Assessments
  - WonderWorks Assessments
  - Linkit! Assessments
  - Quizzes
  - Exit slips
  - Peer/Self Assessments
  - Turn and talk
  - Strategic Questioning
  - 1, 2, 3 response
  - Flipgrid- Ex: "What have you learned and what do you still have questions on?"
  - Kahoot
  - Padlet- "What did you learn? Did your perspective change?"
  - Check-lists
  - Teacher observations on appropriate grammar use in writing

	<ul style="list-style-type: none"> <li>• Student written responses to reading</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>• Unit Assessment</li> <li>• Published writing pieces</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>• Fall, winter, spring benchmark assessments (Wonders, cold writing prompts)</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>• <a href="#">CommonLit</a> for reading passages and quizzes</li> <li>• <a href="#">Actively Learn</a> free reading passages</li> <li>• Learn Zillion ELA to explain current skills</li> <li>• <a href="#">Read Works</a> for reading passages and questions</li> <li>• Achieve the Core for lessons on current skills</li> <li>• BrainPop for lessons and quizzes on current skills</li> </ul>
<b>Knowledge and Skills</b>	
<b>Content</b>	<b>Skills</b>
<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Why is it essential to evaluate the reliability and credibility of sources when gathering information from print and digital sources? How does this impact the quality of our research?</li> <li>• How do grammar and the conventions of language influence spoken and written communication?</li> <li>• How do strategic readers create meaning from informational and literary text?</li> <li>• How does a reader know a source can be trusted?</li> </ul>	<p><b><i>Students will be able to...</i></b></p> <ul style="list-style-type: none"> <li>• Describe how word parts, context clues, and background information can be used to determine word meaning</li> <li>• Ask and answer questions about characters used as models, and characters created for narrative writing</li> <li>• Combine details from the text with what is known to make inferences using graphic organizers</li> <li>• Justify inferences about a character with supporting details during partner discussion</li> <li>• Analyze the type of information included in firsthand and secondhand accounts</li> </ul>

- How does interaction with text provoke thinking and response?
- Why do writers write? What is the purpose?
- What makes clear and effective writing?
- Who is the audience? What will work best for the audience?
- How can details and examples from informational and literary texts be used as textual evidence to explain what the text states? How do these details help us make connections and draw inferences to deepen our understanding?
- How do visual or oral representations enhance our understanding of specific descriptions and directions found in literary texts? What connections can be made between textual descriptions and visual/oral representations?
- How do different authors from diverse cultures treat similar themes, topics, or patterns of events in their literary texts?
- What steps are involved in conducting a short research project that uses multiple reference sources, both print and non-print? How does investigating different aspects of a topic contribute to building knowledge?

### **Enduring Understandings**

- Writers capture meaningful moments in life by showing not just telling what happened.
- Writers use a variety of tools including dialogue and telling stories in scenes rather than summaries to craft engaging and vivid text.
- Writers are able to use context clues in order to determine the meaning of words and phrases as they read and interpret a text

- Explore a firsthand account and describe the personal details the author shares
- Use graphic organizers to compare texts
- Synthesize information from multiple media sources (digital, print, video) and express their understanding of this information through their writing
- Use proper conventions and grammar
- Write informational essays using their own words
- Research topics and gather important information in order to write about the topic knowledgeably

- Writers are able to ask and answer questions and refer to details and examples when explaining what the text says explicitly and when drawing inferences from the text.
- Writers can compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

### Instructional Plan

#### Suggested Activities

- Choose read alouds that serve as strong examples for each writing genre
  - Model the elements of a good opinion writing
  - Model the elements of a good narrative writing
  - Model the elements of a good informative writing
- Work with your class to create a story character with strong character traits as well as a plausible problem for the character to face. This can serve as a model for students when creating their own characters and plot for their narrative writing piece.
- Students choose a topic and write 7-10 wondering questions about their topic and use these questions for research. This research will serve as the basis for their informative essay.
- In order to form a strong opinion, students choose a topic and educate themselves through research and gather evidence to support that opinion.
- Provide students with examples of each writing genre. Students work in pairs to identify the elements of the genre.
- Review with students how to find the main idea and

#### Resources

- Wonders materials
- WonderWorks
- Beable
- IXL
- Leveled Readers
- Newsela
- BrainPOP
- Learning A-Z
- Epic! Books [getepic.com](http://getepic.com)
- Close Reading Resources
- Scholastic Storyworks
- Print Material
- White board
- Computer
- Smart Board
- iPads/Laptops
- Novels
- Picture Books
- [Achievethecore.org](http://Achievethecore.org)

important details

- Model note taking strategies with students offering various methods for collecting those notes (highlighting, typing in a doc, handwriting notes)

**\*Use this activity to model informative writing and meet mandated standard:** Holocaust Activity 6.1.5.CivicsPD.3:

- Display the passage "Nobel Peace Prize Winners" from [readworks.org](http://readworks.org). Go to the page for Elie Wiesel and read about his life, pointing out what makes this an example of an informative text
- Watch the [BrainPop](#) movie about Wiesel
- Complete a story map about Wiesel's life and produce and a mini-documentary about his life

As Appropriate:

- Reading A-Z
- Boom Cards
- VBMAPP
- ABLLS
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Resources for students **approaching** grade level expectations:

- Inverted Triangle Graphic Organizer partially filled out by teachers for a narrative writing piece
- Highlighters to identify key words to support comprehension and for note taking
- Word banks with vocabulary words and definitions

Resources for **on-grade** students:

- Story Map Organizer with sentence stems for a narrative writing piece
- Word banks with vocabulary words
- Anchor Charts with key words to support the organization of writing

Resources for students **exceeding** grade level expectations

- Extend writing projects by incorporating additional pieces such as dressing as the character they created while presenting, or including a poster for their informative writing. Handing out a survey to the class to gather information they can use in their opinion essay
- Encourage self assessment using teacher made rubrics for a all writing genres

**Suggested Options for Differentiation**

### **Multilingual Learners**

- Visuals
- Gesturing
- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson
- Total physical response (TPR) activities
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- Modeled and shared writing activities
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- Follow all IEP modifications
- Model assignments
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- Introduce key vocabulary before lesson
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- Choral reading
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#### **504 Plans**

- Follow all IEP 504 plan modifications
- Provide Picture Instructions
- Small Group Instruction-
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

#### **Gifted and Talented**

- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities • use leveled texts and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) • Provide options, alternatives and choices to differentiate and broaden the curriculum

- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

#### **Students at Risk of School Failure**

- Provide peer tutoring
- Use a strong student as a “buddy”
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provided needed academic resources

#### **Core Instructional and Supplemental Materials:**

- Wonders materials
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**Technology Resources:**

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- CommonLit
- Kahoot
- Actively Learn
- Safe Search Kids
- Achieve the Core
- Readworks
- Brain Pop

**Supplemental Texts / Materials for Students On-Grade / Meeting Expectations**

- ReadWorks

**Supplemental Texts for Students Approaching Grade Level Expectations**

- Actively Learn

**Supplemental Texts for Students Exceeding Grade Level Expectations**

- CommonLit

**Teacher Notes/Reflection:**

**Unit 4: Language**

**Duration: 45 Days**

## Standards/Learning Targets

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

### Supporting and Additional Standards

The following Anchor Standards for English Language Arts and select New Jersey Student Learning Standards should be covered throughout the various units of the curriculum. [New Jersey Student Learning Standards.](#)

## 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.

## Primary Interdisciplinary Connections

### Social Studies

- **6.1.5.CivicsPI.1:** Describe the ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

## Computer Science and Design Thinking Standards

- **8.1.5.DA.1:** Collect, organize, and display data in order to highlight relationships or support a claim.
- **8.1.5.IC.1:** Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- **8.1.5.IC.2:** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- **8.1.5.AP.4:** Break down problems into smaller, manageable sub-problems to facilitate program development.
- **8.2.5.ED.2:** Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.
- **8.1.5.DA.5:** Propose cause and effect relationships, predict outcomes, or communicate ideas using data.

### Career Readiness, Life Literacies, and Key Skills Standards

- **9.1.5.CR.1:** Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
- **9.4.5.CI.2:** Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- **9.4.5.CI.3:** Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- **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 (e.g., 6.1.5.CivicsCM.3).

### **Evidence of Student Learning**

- Conferencing/Individual Small group
- Open Ended Questions
- Observations
- Engage in turn and talk
- Third party vendors and websites such as:
  - CommonLit
  - Kahoot
  - Actively Learn
  - Read Works

#### **Formative**

- Wonders Assessments
- WonderWorks Assessments
- Linkit! Assessments
- Quizzes
- Exit slips
- Peer/Self Assessments
- Turn and talk

-Flipgrid  
-Padlet

- Strategic Questioning
- 1, 2, 3 response
- Flipgrid- Ex: “What have you learned and what do you still have questions on?”
- Kahoot
- Padlet- “What did you learn? Did your perspective change?”
- Check-lists
- Teacher observations on appropriate grammar use in writing
- Student written responses to reading

**Summative**

- Unit Assessment
- Published writing pieces

**Benchmark**

- Fall, winter, spring, benchmark assessments (Wonders, LinkIt, Beable)

**Alternative**

- [CommonLit](#) for reading passages and quizzes
- [Actively Learn](#) free reading passages
- Learn Zillion ELA to explain current skills
- [Read Works](#) for reading passages and questions
- Achieve the Core for lessons on current skills
- BrainPop for lessons and quizzes on current skills

**Knowledge and Skills**

**Content**

**Skills**

**Unit Essential Questions**

***Students will be able to...***

- Why is it important to punctuate dialogue when writing narratives?
- How do authors use language to create mood and tone in texts?
- Why are proper conventions important when writing?
- Why is it important to punctuate properly when writing?
- How does proper organization and transitions help writers communicate their ideas and help readers better understand those ideas?
- What are some strategies good readers use to determine the meanings of unfamiliar words and phrases?
- How do adjectives enhance writing?
- Why do readers need to pay attention to a writer's choice of words?

**Enduring Understandings**

- Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
- Understanding a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text.
- Fluent readers group words quickly to help them gain meaning from text. Good readers use strategies to help them understand text and monitor comprehension.
- Rules, or conventions of language, help readers understand what is being communicated.

- Use dialogue correctly in order to write narratives effectively.
- Create a mood when writing using figurative language and other strong word choices and descriptions.
- Use correct conventions when writing and speaking.
- Form paragraphs with a focused topic.
- Determine the meaning of unfamiliar words and phrases using a variety of strategies.
- Use transitions to enhance the flow and order of their writing.

**Instructional Plan**

**Suggested Activities**

- Choose read alouds to model standards. For example, a

**Resources**

- Wonders materials

narrative with lots of dialogue can be used to show how important dialogue punctuation is in helping us understand texts. Texts using figurative language and clear descriptions help us visualize and in turn deepen understanding.

- Have students practice visualizing by illustrating excerpts from books/passages.
- Provide students with texts where students can add word choices that enhance the text
- Have students write paragraphs without correct conventions and swap with a partner who will insert correct conventions (spelling, capitalization, punctuation, etc)
- Each Monday, give 5 new words that students could easily use to enhance future writing pieces. Students will be responsible for knowing the meanings of the words by the end of each week. (After every 20 words learned, administer a unit test)

- WonderWorks
- Beable
- IXL
- Leveled Readers
- Newsela
- BrainPOP
- Learning A-Z
- Epic! Books [getepic.com](http://getepic.com)
- Close Reading Resources
- Scholastic Storyworks
- Print Material
- White board
- Computer
- Smart Board
- iPads/Laptops
- Novels
- Picture Books
- [Achievethecore.org](http://Achievethecore.org)

As Appropriate:

- Reading A-Z
- Boom Cards
- VBMAPP
- ABLLS
- Literacy for Lamp- for students with Augmentative and Alternative Communication (ACC)

Resources for students **approaching** grade level expectations:

- Notebooks with visuals, rules, etc for conventions, dialogue, organization, spelling
- Leveled texts



- Word banks with vocabulary words
- Provide a mentor
- Provide one on one or small group assistance

Resources for **on-grade** students:

- Encourage peer assessment using teacher made rubrics and/or answer keys
- Leveled texts

Resources for students **exceeding** grade level expectations

- Encourage self assessment using teacher made rubrics
- Mentor/teach peers
- Leveled texts

### Suggested Options for Differentiation

#### Multilingual Learners

- Visuals
- Gesturing
- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson
- Total physical response (TPR) activities
- Cloze activities
- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Choral chanting
- Small group instruction / cooperative learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language

- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

### **Special Education**

- Follow all IEP modifications
- Model assignments
- Provide Brain Breaks such as count to 10
- Chunk assignments
- Use visuals such as stop sign
- Introduce key vocabulary before lesson
- Teacher reads assignments orally to support comprehension
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Songs found on educational YouTube channels
- Assign a picture or movement to vocabulary words
- Small group instruction
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Scribe for students who can’t write
- Technology resources
- Website: Goal Book App

### **504 Plans**

- Follow all IEP 504 plan modifications
- Provide Picture Instructions
- Small Group Instruction-
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations

- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

### **Gifted and Talented**

- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities • use leveled texts and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles) • Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities Equipment Needed
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

### **Students at Risk of School Failure**

- Provide peer tutoring
- Use a strong student as a "buddy"
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment

- Provide visuals
- Be flexible with assignments and time frames
- Provided needed academic resources

**Core Instructional and Supplemental Materials:**

- Wonders
- WonderWorks
- Beable
- IXL
- [UFLI](#)
- Student books

**Technology Resources:**

Third Party Educational Websites:

CommonLit  
Kahoot  
Actively Learn  
Safe Search Kids  
Achieve the Core  
Readworks  
Brain Pop

**Supplemental Texts / Materials for Students On-Grade / Meeting Expectations**

- ReadWorks

**Supplemental Texts for Students Approaching Grade Level Expectations**

- Actively Learn

**Supplemental Texts for Students Exceeding Grade Level Expectations**

- CommonLit

**Teacher Note/Reflection:**

