



Summit Public Schools

Grade 4

English Language Arts Curriculum

Course Description:

Module 1: Becoming a Close Reader and Writing to Learn - Poetry, Poets and Becoming Writers

Students launch the year by exploring what inspires writers to write—specifically what inspires poets to write poetry. They begin by reading and analyzing the novel *Love That Dog* by Sharon Creech and learn about the characteristics of poetry by closely reading famous poems featured in the novel. They read about what inspired famous poets and look for evidence of this in their poems, before writing their own original poems. For the performance task, students present their poem and explain what inspired them to write the poem in a presentation with visuals to an audience.

Module 2: Researching to Build Knowledge and Teacher Others - Animal Defense Mechanisms

Students build proficiency in writing an informative piece, examining the defense mechanisms of one specific animal about which they build expertise. They also build proficiency in writing a choose-your-own adventure narrative piece about this animal. Students read closely to practice drawing inferences as they begin their research and use a research notebook to make observations and synthesize information. In their writing they describe their animal's physical characteristics, habitat, predators, and defense mechanisms.

Module 3: Considering Perspectives and Supporting Opinions - The American Revolution

How does one's perspective influence his or her opinion? In this module, students consider the answer to this question through the lens of the American Revolution. They begin by building background knowledge about the Revolutionary War and the different

perspectives of colonists. They read informational texts to determine the main idea, analyze the overall structure of the text, and summarize the texts. Students then read the historical fiction play *Divided Loyalties* to deepen their understanding of the Patriot and Loyalist perspectives.

In addition, they focus on character thoughts, feelings, and actions in response to the different perspectives on the American Revolution. At the end of the module, students synthesize their research on the Revolutionary War and perspectives to write an opinion piece from the Patriot perspective outlining reasons colonists should join the Patriot and Loyalist cause in the form of a broadside.

Module 4: Gathering Evidence and Speaking to Others - Responding to Inequality: Ratifying the 19th Amendment

This module uses literature and informational text to introduce students to gender and racial inequality issues in the United States in the first half of the 20th century, and to recognize how the process of ratifying the 19th Amendment can teach us about how people were responding to gender and racial inequality at that time. Students read *The Hope Chest* by Karen Schwabach and also informational firsthand and secondhand accounts of real-life responses to inequality.

They identify themes in each chapter and summarize events that show evidence of a theme. At the end of the module, students connect their learning about the process of ratifying the 19th Amendment to their own lives as they focus on how students can make a difference and contribute to a better world. They research how students around the world have made a difference, before taking action as a class on an issue in their community. They then write PSAs encouraging other students to make a difference, and a press release sharing with the local media what the class did to take action and the impact of their work.

Module 1: Becoming a Close Reader and Writing to Learn: Poetry, Poets, and Becoming Writers

Big Ideas: *Course Objectives/ Content Statement(s)*

- Students will investigate various sources of inspiration for poets and analyze how these influences shape poetic expression.
- Students will identify and apply the characteristics of poetry through close reading and analysis of texts, including Love That Dog and works by famous poets.
- Students will compose their own poems that reflect personal inspirations and effectively present their work, using visual aids to enhance their audience's understanding.

Essential Questions

- What makes a poem a poem?
- What inspires poets to write poetry?

Enduring Understandings

- Poetry has characteristics that are unique and distinct from prose.
- Writers draw inspiration from many places, including the work of other writers and their own lives.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will:

Reading Standards: Foundational Skills

- L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
- L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Lessons

Unit 1: Reading and Analyzing Poetry

Lesson 1: Poetry

- *I can discuss and record what I notice and wonder about resources.*
- *I can infer the topic of this module from the resources.*

Lesson 2: Establishing Reading Routines

- *I can determine the gist of pages 1-5 of Love that Dog.*
- *I can describe what happens in pages 1-5 of Love that Dog and how Jack feels about it.*

Lesson 3: Analyzing Poetry

- *I can determine the theme of "The Red Wheelbarrow" from details in the text and summarize it.*

Language Standards

- L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
 - A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
 - B. Write affixed words that involve a sound or spelling change in the base word.
 - C. Spell grade-appropriate words correctly, consulting references as needed.
 - D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Choose words and phrases to convey ideas precisely.
 - C. Choose punctuation for effect.
 - D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Reading Standards for Literature:

- 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.

- *I can identify the characteristics of poetry in "The Red Wheelbarrow."*

Lesson 4: Analyzing Poetry

- *I can describe what happens in pages 6-7 of Love that Dog and how Jack feels about it.*
- *I can determine the theme of "Stopping by Woods on a Snowy Evening" from details in the text and summarize it.*
- *I can identify the characteristics of poetry in "Stopping by Woods on a Snowy Evening."*

Lesson 5: Analyzing Poetry

- *I can revise my summary based on peer feedback.*
- *I can use the characteristics of poetry to explain how poetry and prose are similar and different.*

Lesson 6: Analyzing poetry

- *I can determine the theme of "dog" from details in the text and summarize it.*
- *I can identify the characteristics of poetry in "dog."*

Lesson 7: Analyzing Poetry

- *I can identify the characteristics of poetry in "The Pasture."*
- *I can determine the theme of "The Pastrue" from details in the text and summarize it.*
- *I can identify the similarities and differences between poetry and prose.*

Lesson 8: Comparing Poetry and Prose

- *I can identify the similarities and differences between poetry and prose.*
- *I can determine the theme of Jack's poem about the animal shelter from details in the text and summarize it.*
- *I can identify the characteristics of poetry in Jack's poem about the animal shelter.*

Lesson 9: Text-Based Discussion

- 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.

Writing Standards

- 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. Provide a conclusion related to the information or explanation presented.
- W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards

- 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

- *I can identify the characteristics of poetry in "Street Music."*
- *I can find evidence of the poems that inspired Jack in his poetry.*
- *I can follow discussion norms to have an effective text-based discussion.*

Lesson 10: Analyzing Poetry

- *I can identify the characteristics of poetry in "The Apple."*
- *I can identify what inspired Jack to write poetry and find evidence of this in his poems.*

Lesson 11: Analyzing Poetry

- *I can identify the characteristics of poetry in the first stanza of "Love That Boy."*
- *I can describe how Jack's feelings about poetry changed using evidence from the text.*

Lesson 12: End of Unit Assessment

- *I can describe how Jack's feelings about poetry changed using evidence from the text.*
- *I can follow discussion norms to have an effective text-based discussion.*

Unit 2: Writing to Inform

Lesson 1: Reading Literary Texts

- *I can describe what happens in pages 46-67 of Love that Dog and how Jack feels about it.*
- *I can describe what inspires Jack to write poetry using evidence from his thoughts, words, and actions.*

Lesson 2: Reading, Writing, and Emotion

- *I can reflect in writing about my thoughts and feelings after reading "My Sky."*
- *I can describe what inspired Jack to write the poem "My Sky."*
- *I can show empathy and compassion for my classmates during a discussion of "My Sky."*

Lesson 3: Preparing to Write about a Literary Text

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.
- 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.

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

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

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

- *I can describe what inspired Jack to write poetry using evidence from his thoughts, words, and actions.*
- *I can write a focus statement that clearly states what inspired Jack to write poetry.*

Lesson 4: Mid-Unit 2 Assessment

- *I can plan and write an informative paragraph describing what inspires Jack in Love that Dog to write poetry.*

Lesson 5: Introducing Biographies

- *I can determine the gist of A River of Words.*
- *I can determine the meaning of unfamiliar vocabulary from A River of Words.*

Lesson 6: Close Reading

- *I can describe the life of William Carlos Williams and explain what inspired him to write poetry.*
I can cite evidence from the text to support the answers to my questions.

Lesson 7: Reading Informational Text

- *I can describe the life of my poet and explain what inspired him or her to write poetry.*
- *I can cite evidence from the text to support the answers to my questions.*

Lesson 8: Preparing to Write a Literary Essay

- *I can describe what inspired my poet to write poetry using evidence from his or her poems.*

Lesson 9: Analyzing a Model

- *I can use the Painted Essay structure to analyze a model.*

Lesson 10: Writing a Literary Essay

- *I can plan and write the introductory paragraph for my essay.*
- *I can recognize and write a complete sentence.*

Lesson 11: Writing a Literary Essay

- *I can plan and write Proof Paragraph 1 for my essay.*
- *I can recognize and correct fragments and run-on sentences.*

Lesson 12: Writing a Literary Essay

- *I can plan and write Proof Paragraph 2 for my essay.*
I can use commas and quotation marks to mark quotations from a text.

Lesson 13: Writing a Literary Essay

- *I can plan and write the conclusion paragraph for my essay.*
- *I can revise my essay so related information is grouped into paragraphs, and each paragraph explains and main idea.*

Lesson 14: End of Unit 2 Assessment

- *I can give kind, helpful, and specific feedback to my partner.*
- *I can revise my literary essay for complete sentences and for correct use of commas and quotation marks to mark quotations from the text.*

Unit 3: Writing to Inform**Lesson 1: Poetry Workshop**

- *I can write a poem inspired by something meaningful to me.*

Lesson 2: Poetry Workshop

- *I can write a poem inspired by something meaningful to me.*

Lesson 3: Mid-Unit 3 Assessment

- *I can revise words and phrases in my poem to convey ideas precisely.*
- *I can revise punctuation in my poem for effect.*

Lesson 4: Writing a Poetry Presentation

- *I can write an introduction to a presentation about what inspired me to write my*

poem, using complete sentences.

- *I can analyze someone reading aloud effectively to generate criteria for reading fluency.*

Lesson 5: Writing a Poetry Presentation

- *I can write a proof paragraph for a presentation about what inspired me to write my poem, using complete sentences.*
- *I can read a new poem aloud fluently.*

Lesson 6: Writing a Poetry Presentation

- *I can write a conclusion for a presentation about what inspired me to write my poem, using complete sentences.*
- *I can read a new poem aloud fluently.*

Lesson 7: Writing a Poetry Presentation

- *I can link ideas in my poetry presentation with linking words and phrases.*
- *I can use precise language and vocabulary to explain what inspired me to write my poem.*
- *I can read a new poem aloud fluently.*

Lessons 8-9: End of Unit 3 Assessment

- *I can read a new poem aloud fluently.*
- *I can select visuals for my poetry presentation that will help the audience understand what I was inspired by.*

Lesson 10: Performance Task - Preparation and Practice

- *I can clearly and confidently present my poem and explain what inspired me to write it.*

Lesson 11: Performance Task - Presentations

- *I can clearly and confidently present my poem and explain what inspired me to write it.*

Differentiation			Assessments		
Content Connections College, Career, and Civic Life C3 Framework for Social Studies State Standards: ● <i>D2.Civ.7.3–5: Apply civic virtues and democratic principles in school settings.</i> ● <i>D3.4.3–5: Use evidence to develop claims in response to compelling questions.</i> ● <i>D4.2.3–5: Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.</i> Technology Integration ● Listen to audio books, videos or podcasts ● Listen to books on websites: CommonLit, Newsela, Readworks storylineonline.net, storyit.com, Epic, Brain Pop ● Use document camera or overhead projector ● Google Docs, Google Classroom, Canva, Gynzy Media Literacy Integration ● Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading, writing and comprehension skills. Global Perspectives Global Learning Resource Library			Formative Assessments: ● <i>Circulate and listen for what students already know</i> ● <i>Collect work time activities</i> ● <i>Listen to student talk and conversation</i> Summative Assessments, Projects, and Celebrations: ● Mid Unit 1 Assessment: Summarizing a Poem and Comparing Prose and Poetry ○ <i>Selected response and short constructed response</i> ● End of Unit 1 Assessment: Analyzing Changes in Jack’s Character ○ <i>Selected response, short constructed response, and text-based discussion</i> ● Mid Unit 2 Assessment: Informative Paragraph: What Inspires Jack? ○ <i>Extended constructed response</i> ● End of Unit 2 Assessment: Revising a Literary Essay ○ <i>Revising scaffolded essay</i> ● Mid Unit 3 Assessment: Revising a Poem ○ <i>Revising poem</i> ● End of Unit 3 Assessment: Reading a New Poem Aloud for Fluency ○ <i>Fluency assessment: reading aloud</i> ● Performance Task ○ <i>Poetry presentation: public reading and presentation with visuals</i>		
Supports for English Language Learners					
Sensory Supports		Graphic Supports		Interactive Supports	

Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		
Intervention Strategies		
Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need

Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Required Texts to Support Unit

- A River of Words: The Story of William Carlos Williams. Bryant, Jennifer. (RL, AD820L)
- Love That Dog. Creech, Sharon. (RL, 1010L)
- “Expert Group Poet Biography: Valerie Worth.” Written by EL Education. (RI, 980L)
- “Expert Group Poet Biography: Robert Frost.” Written by EL Education. (RI, 980L)
- “Expert Group Poet Biography: Walter Dean Myers.” Written by EL Education. (RI, 980L)

Module 2: Researching to Build Knowledge and Teach Others: Animal Defense Mechanisms	
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> - Students will develop expertise in a specific animal by conducting research and synthesizing information on its physical characteristics, habitat, predators, and defense mechanisms. - Students will write an informative piece that effectively communicates their findings about their chosen animal, demonstrating clear organization and detailed descriptions. - Students will create an engaging choose-your-own adventure narrative featuring their animal, incorporating research insights to enhance the storyline and character development.	
Essential Questions	Enduring Understandings
- How do animals' bodies and behaviors help them survive? - How can writers use knowledge from their research to inform and entertain?	- To protect themselves from predators, animals use different defense mechanisms. - Writers use scientific knowledge and research to inform and entertain.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: Reading Standards: Foundational Skills - L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. - L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension. - Read grade-level text with purpose and understanding. - Read grade-level text orally with accuracy, appropriate rate, and expression.	Unit 1: Building Background Knowledge Lesson 1: Building Background Knowledge <i>I can infer about animal defense mechanisms based on information in pictures and text.</i> <i>I can support my inferences with details and examples from pictures and texts.</i> Lesson 2: Building Background Knowledge <i>I can paraphrase information presented in a read-aloud on animal defense mechanisms.</i> <i>I can find the gist and the meaning of unfamiliar vocabulary from an excerpt from Animal Behavior: Animal Defenses.</i>

- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
 - A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
 - B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
 - C. Use independent clauses and coordinating conjunctions.
 - D. Form irregular verbs; form and use progressive tenses.
 - E. Form and use possessive nouns and pronouns.
 - F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
 - G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
 - H. Use apostrophes for possession.
- L.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.

Reading Standards for Informational Text

- RI.CR.4.1. Refer to details and examples as textual evidence when

Lesson 3: A Closer Read for Main Ideas

- *I can paraphrase information presented in a read-aloud on animal defense mechanisms.*
- *I can determine the main idea of a text and explain how it is supported by key details.*

Lesson 4: Reading a Scientific Text

- *I can paraphrase information presented in a read-aloud on animal defense mechanisms.*
- *I can determine the main idea of a text and explain how it is supported by key details.*

Lesson 5: Reading Scientific Text

- *I can identify details that support the main idea of a section of Animal Behavior: Animal Defenses.*
- *I can paraphrase and take notes on information presented by my peers.*

Lesson 6: Mid-Unit Assessment

- *I can paraphrase information presented in a video on animal defense mechanisms.*
- *I can determine the main idea of a text and explain how it is supported by key details.*
- *I can find the meaning of unfamiliar vocabulary.*

Lesson 7: Summarizing Informational Texts

- *I can analyze a summary and explain how it is effective.*
- *I can find the gist of a text and use strategies to determine the meaning of unfamiliar words in a text.*

Lesson 8: Interpreting Diagrams with Text

- *I can interpret a diagram in a text and use it to help me understand the text.*
- *I can find the meanings of unfamiliar words by using affixes and roots.*

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.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
- RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

Writing Standards

- 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

Lesson 9: Writing a Summary

- *I can write a summary of "Fight to Survive!" including the main idea and supporting details.*

Lesson 10: End of Unit 1 Assessment

- *I can use strategies to determine the meaning of unfamiliar vocabulary.*
- *I can interpret a diagram in a text and use it to help me understand the text.*
- *I can summarize using the main idea and supporting details.*

Lesson 11: Preparing for a Text-Based Discussion

- *I can prepare for a Science Talk about animal defense mechanisms by using evidence from my research.*

Lesson 12: Text-Based Discussion

- *I can effectively participate in a Science Talk about animal defense mechanisms.*
- *I can ask questions so I am clear about what is being discussed and to build my understanding of a topic.*

Unit 2: Writing to Inform

Lesson 1: Generating Norms for Expert Animal Groups

- *I can generate norms for effective collaboration with my expert animal group.*
- *I can write what I know and questions about things I would like to know about my expert group animal.*

Lesson 2: Close Read

- *I can cite evidence from the text to support the answers to my questions.*
- *I can determine the main idea of a text and explain how it is supported by key details.*
- *I can identify modal auxiliaries in a text.*

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.

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).

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

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

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Lesson 3: Reading Informational Texts

- *I can explain how to determine if an internet source is reliable.*
- *I can find the gist and determine the meaning of unfamiliar vocabulary on my expert group animal web page.*

Lesson 4: Reading Informational Texts

- *I can read a web page closely in order to answer research questions.*
- *I can cite evidence from the text to support my answers to questions.*

Lesson 5: Organizing and Categorizing Research

- *I can organize my research into categories.*

Lesson 6: Mid-Unit 2 Assessment

- *I can determine the main idea of a text and explain how it is supported by key details.*
- *I can summarize a text.*
- *I can organize research information into appropriate categories.*
- *I can identify modal auxiliaries in a text.*

Lesson 7: Planning to Write an Informative Piece

- *I can synthesize information from my research notes onto a planning graphic organizer.*
- *I can group together facts from my research with related evidence in my informative piece.*

Lesson 8: Writing an Informative Piece

- *I can write an introduction paragraph for my informative piece that describes my expert group animal, its habitat, and its predators, and has a focus statement that tells the topic of my writing.*
- *I can use modal auxiliaries to express the condition of verbs.*

Lesson 9: Writing Informative Texts

- *I can write proof paragraphs for my informative piece that describes the defense mechanisms of my expert group animal.*
- *I can write a concluding statement for my informative piece that summarizes the defense mechanisms of my expert group animal.*
- *I can use modal auxiliaries to express the condition of verbs.*

Lesson 10: Writing Informative Texts

- *I can revise my writing for accurate facts with related evidence using my planning graphic organizer.*
- *I can use vocabulary from my research on animal defense mechanisms to write accurate descriptions in my informative piece.*

Lesson 11: Writing Informative Texts

- *I can check my peers' work for correct capitalization and spelling.*
- *I can check my peers' work for correct use of a comma before a coordinating conjunction.*

Lesson 12: End of Unit 2 Assessment

- *I can analyze writing and answer language questions about it.*
- *I can synthesize information from my research to plan and write a draft of an informative piece describing the pufferfish and its defense mechanisms.*

Unit 3: Using Writing to Entertain

Lesson 1: Preparing to Write

- *I can determine the characteristics of the "choose your own adventure" format by analyzing an example.*

Lesson 2: Setting a Purpose for Writing

- *I can collaborate with my peers to write an About Your Adventure page for my choose your own adventure animal defense narrative.*
- *I can prepare a final copy of my informative page for my choose your own adventure*

animal defense narrative.

Lesson 3: Orienting the Reader

- *I can listen as my peers share their informational writing and give specific praise for their work.*
- *I can synthesize information to develop an accurate character profile supported by research.*

Lesson 4: Developing Plot

- *I can determine the characteristics of a narrative.*
- *I can organize a plot for a narrative using events based on research of my animal and its defense mechanisms.*

Lesson 5: Developing Plot

- *I can organize a plot for a narrative using events based on research of my animal and its defense mechanisms.*

Lesson 6: Peer Critique for Organization and Language

- *I can organize a plot for a narrative using events based on research of my animal and its defense mechanisms.*
- *I can critique the ideas of my writing partner's Narrative Planning Graphic Organizer for the characteristics of a narrative. This means I can look for a plan for the characters, setting, introduction, rising action, problem, resolution, and conclusion, and for precise words and phrases.*

Lesson 7: Planning Organization

- *I can plan and draft a compelling introduction that establishes a situation by introducing and describing the characters, setting, and plot of my narrative.*

Lesson 8: Mid-Unit Assessment

- *I can plan and draft a compelling introduction that establishes a situation by introducing the characters, setting, and plot of my narrative.*

Lesson 9: Revising Narrative Texts

- *I can critique my writing partner's narrative for organization and provide kind, helpful, and specific feedback.*
- *I can explain how authors of narratives use dialogue to help the reader understand the thoughts, feelings, and responses of characters.*
- *I can use commas and quotation marks correctly to show dialogue.*

Lesson 10: Revising Narrative Texts

- *I can revise my narrative to add dialogue to help the reader understand what the characters are thinking and feeling.*
- *I can use commas and quotation marks correctly to show dialogue.*

Lesson 11: Revising Narrative Texts

- *I can use domain-specific vocabulary from my research to precisely describe my animal and its defense mechanisms in my narrative.*
- *I can use sensory details to help the reader understand how things look, smell, taste, sound, and feel.*
- *I can use adjectives in a sentence in the correct order.*

Lesson 12: Revising Narrative Texts

- *I can write an ending that resolves the problem and brings the story to a close.*
- *I can use transitional words and phrases to sequence events in my narrative.*

Lesson 13: Revising Narrative Texts

- *I can check my peers' work for correct spelling, capitalization, and punctuation.*
- *I can write a new draft of my narrative incorporating all of my revisions and teacher feedback.*

Lesson 14: End of Unit Assessment

- *I can analyze writing and answer language questions about it.*
- *I can write Choice #2 for my Choose Your Own Adventure Animal Defense Mechanisms Narrative.*

	Lesson 15: Publishing the Animal Defense Mechanisms Narrative ● <i>I can publish my choose your own adventure animal defense mechanisms narrative.</i> ● <i>I can write a positive comment after reading a classmate's writing.</i>
Differentiation	Assessments
Content Connections Next Generation Science Standards Life Science Performance Expectation: ● <i>4-LS1-1: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.</i> ● <i>LS1.A: Structure and Function: Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction. (4-LS1-1)</i> Technology Integration ● Listen to audio books, videos or podcasts ● Listen to books on websites: CommonLit, Newsela, Readworks storyonline.net, storyit.com, Epic, Brain Pop ● Use document camera or overhead projector ● Google Docs, Google Classroom, Canva, Gynzy Media Literacy Integration ● Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading, writing and comprehension skills. Global Perspectives Global Learning Resource Library	Formative Assessments: ● <i>Circulate and listen for what students already know</i> ● <i>Collect work time activities</i> ● <i>Listen to student talk and conversation</i> Summative Assessments, Projects, and Celebrations: ● Mid-Unit 1 Assessment: Reading and Researching Animal Defense Mechanisms ○ <i>Selected response and short constructed response</i> ● End of Unit 1 Assessment: Answering Questions and Summarizing Texts about Animal Defense Mechanisms ○ <i>Selected response and short constructed response</i> ● Mid-Unit 2 Assessment: Reading and Researching the Defense Mechanisms of the Puffer Fish ○ <i>Selected response and short constructed response</i> ● End of Unit 2 Assessment: Writing an Informative Text about Pufferfish Defense Mechanisms ○ <i>Selected response questions and scaffolded essay</i> ● Mid-Unit 3 Assessment: Narrative Writing: Choose Your Own Adventure Introduction ○ <i>Selected response questions and scaffolded extended responses</i> ● End of Unit 3 Assessment: Narrative Writing: Choose Your Own Adventure Conclusion ○ <i>Selected response questions and scaffolded narrative</i>

Supports for English Language Learners		
Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations

- Performance Task**
 - Choose-Your-Own-Adventure Animal Defense Mechanisms Narrative*

Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Required Texts to Support Unit:

- Venom. Singer, Marilyn. (RI, NC1110L)
- Animal Behavior: Animal Defenses. Wilsdon, Christina. (RI)
- “Fight to Survive!” Written by EL Education. (RI, 890L)
- Can You Survive the Wilderness? Doeden, Matt. (RL, 680L)
- “Powerful Polly.” Written by EL Education. (RI, 660L)

Module 3: Considering Perspectives and Supporting Opinions: The American Revolution	
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> - Students will explore how different perspectives influenced opinions during the American Revolution by analyzing the viewpoints of both Patriots and Loyalists through various texts and the play <i>Divided Loyalties</i>. - Students will develop skills in reading informational texts to identify main ideas, analyze structure, and summarize key points, enhancing their comprehension of historical content. - Students will synthesize their understanding of Revolutionary War perspectives to craft a persuasive opinion piece from the Patriot perspective, effectively outlining reasons to support the Patriot cause in the format of a broadside.	
Essential Questions	Enduring Understandings
- How did the American Revolution and the events leading up to it affect the people in the colonies? - How does a person's perspective influence her or his opinion?	- The American Revolution resulted in the United States of America becoming a new country with independence from Britain. - The American Revolution, like many wars, divided people: brother against brother, mother against daughter, neighbor against neighbor. - American colonists had different perspectives on fighting for independence from Britain
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: Language Standards - L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Determine the meaning of words and phrases that allude to significant characters found in literature. Reading Standards for Literature	Unit 1: Perspectives on the American Revolution Lesson 1: Discovering Our Topic <i>I can infer the topic of this module from the resources.</i> <i>I can ask questions about a new text.</i> Lesson 2: Reading for Gist <i>I can determine the gist of "Revolutionary War, Part I."</i>

- RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
- RL.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.CI.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures

Reading Informational 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.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

- *I can determine the meaning of unfamiliar words and phrases in "Revolutionary War, Part I."*

Lesson 3: Close Read

- *I can explain what happened and why in the American Revolution using "Revolutionary War, Part I."*
- *I can describe the overall structure of "Revolutionary War, Part I."*

Lesson 4: Research

- *I can explain who the Loyalists were and what they believed.*
- *I can describe the overall structure of the text "Loyalists."*

Lesson 5: Research

- *I can research to find out who the Patriots were and what they believed.*

Lesson 6: Mid-Unit 1 Assessment

- *I can use details in the text to answer questions about a new informational text.*
- *I can explain who the Patriots were and what they believed.*

Lesson 7: Reading for Gist

- *I can determine the gist of "An Incomplete Revolution."*
- *I can determine the meaning of unfamiliar words and phrases in "An Incomplete Revolution."*

Lesson 8: Close Read

- *I can determine the main idea and summarize the text "An Incomplete Revolution."*
- *I can describe the overall structure of the text "An Incomplete Revolution."*

Lesson 9: Reading for Gist

- *I can determine the gist of "American Indians and the American Revolution."*
- *I can determine the meaning of unfamiliar words and phrases in "American*

Writing Standards

- 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.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.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.

Indians and the American Revolution."

Lesson 10: Studying a Text

- *I can determine the main idea and summarize the text "American Indians and the American Revolution."*
- *I can describe the overall structure of the text "American Indians and the American Revolution."*

Lesson 11: End of Unit 1 Assessment

- *I can determine the main idea and summarize the text "Revolutionary War, Part III."*
- *I can describe the overall structure of the text "Revolutionary War, Part III."*

Unit 2: Perspectives on the American Revolution (Perspectives in Literature)

Lesson 1: Establishing Reading Routines

- *I can determine the gist and the meaning of unfamiliar words and phrases in Act I, Scene 1 of Divided Loyalties.*
- *I can make connections between Act I, Scene 1 of Divided Loyalties and the informational texts from Unit 1.*

Lesson 2: Analyzing Characters

- *I can determine the gist and the meaning of unfamiliar words and phrases in Act I, Scene 2 of Divided Loyalties.*
- *I can describe a character using details from the text in Act I, Scene 2 of Divided Loyalties.*

Lesson 3: Analyzing Characters

- *I can determine the gist and the meaning of unfamiliar words and phrases in Act I, Scene 3 of Divided Loyalties.*

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.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.

- *I can describe a character using details from the text in Act I, Scene 3 of Divided Loyalties.*

Lesson 4: Analyzing Characters

- *I can determine the gist and the meaning of unfamiliar words and phrases in Act II, Scene 1 of Divided Loyalties.*
- *I can describe a character using details from the text in Act II, Scene 1 of Divided Loyalties.*

Lesson 5: Close Read

- *I can closely read an excerpt of the Declaration of Independence to restate it in my own words.*
- *I can make connections between an excerpt of the Declaration of Independence and the opinions of the characters in Divided Loyalties.*
- *I can follow discussion norms to participate in a productive discussion about opinions of the characters in Divided Loyalties.*

Lesson 6: Analyzing Characters

- *I can determine the gits and the meaning of unfamiliar words and phrases in Act II, Scene 2 of Divided Loyalties.*
- *I can describe a character using details from the text in Act II, Scene 2 of Divided Loyalties.*

Lesson 7: Mid-Unit 2 Assessment

- *I can determine the gits and the meaning of unfamiliar words and phrases in Act II, Scene 3 of Divided Loyalties.*
- *I can describe a character using details from the text in Act II, Scene 3 of Divided Loyalties.*

Lesson 8: Mid-Unit 2 Assessment

- *I can closely read an excerpt of the Declaration of Independence and restate it in my own words.*

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

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

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

- *I can make connections between an excerpt of the Declaration of Independence and the opinions of characters in Divided Loyalties.*
- *I can follow discussion norms to participate in a productive discussion about opinions of the characters in Divided Loyalties.*

Lesson 9: Analyzing Characters

- *I can determine the gits and the meaning of unfamiliar words and phrases in Act III, Scene 1 of Divided Loyalties.*
- *I can write a first person point of view narrative of a character using details from the text in Act III, Scene 1 of Divided Loyalties.*

Lesson 10: Analyzing Characters

- *I can determine the gist and the meaning of unfamiliar words and phrases in Act III, Scene 2 of Divided Loyalties.*
- *I can write a first person point of view narrative of a character using details from the text in Act III, Scene 2 of Divided Loyalties.*

Lesson 11: Peer Critique

- *I can critique my partner's first person narrative and provide kind, helpful, and specific feedback.*
- *I can revise my first person narrative based on peer feedback.*
- *I can form and use the progressive verb tenses.*

Lesson 12: End of Unit 2 Assessment

- *I can write a first person point of view narrative of a character using details from the text in Act III, Scene 3 of Divided Loyalties.*
- *I can form and use the progressive verb tenses.*

Lesson 13: Close Read

- *I can closely read an excerpt of the Declaration of Independence and restate it in my own words.*

- *I can make connections between an excerpt of the Declaration of Independence and the opinions of characters in Divided Loyalties.*
- *I can follow discussion norms to participate in a productive discussion about opinions of the characters in Divided Loyalties.*

Unit 3: Perspectives on the American Revolution (Using Writing to Share an Opinion)

Lesson 1: Reading Opinion Texts

- *I can determine an author's opinion in a text.*
- *I can explain how an author supports an opinion with reasons and evidence.*

Lesson 2: Reading Opinions Texts

- *I can determine an author's opinion in a text.*
- *I can explain how an author supports an opinion with reasons and evidence.*

Lesson 3: Preparing to Write

- *I can identify the characteristics of a broadside.*

Lesson 4: Mid-Unit 3 Assessment

- *I can explain how an author supports an opinion with reasons and evidence.*

Lesson 5: Writing Opinion Texts

- *I can use the Painted Essay structure to analyze a model.*

Lesson 6: Writing Opinion Texts

- *I can plan a roadside that states an opinion and has reasons that are supported by facts and details.*
- *I can give kind, helpful, and specific feedback to my partner.*

Lesson 7: Writing Opinion Texts

- *I can identify prepositional phrases in a sentence.*

- *I can write an introductory paragraph for my broadside giving context on the issue and clearly stating my own opinion.*

Lesson 8: Writing Opinion Texts

- *I can write Proof Paragraph 1 of my broadside using evidence from the text to support a reason for my opinion.*
- *I can give kind, helpful, and specific feedback to my partner.*

Lesson 9: Writing Opinion Texts

- *I can write Proof Paragraph 2 of my broadside using evidence from the text to support a reason for my opinion.*
- *I can revise the proof paragraphs of my broadside for linking words and phrases, prepositional phrases, and complete sentences.*

Lesson 10: Writing Opinion Texts

- *I can write a conclusion paragraph for my broadside.*

Lesson 11: Writing Opinion Texts

- *I can correctly use frequently confused words in my writing.*
- *I can revise my broadside for correct use of prepositional phrases, complete sentences, and frequently confused words.*

Lesson 12: End of Unit 3 Assessment, Part I

- *I can form and use prepositional phrases.*
- *I can correctly use frequently confused words.*
- *I can write a broadside stating my opinion on the American Revolution from the Loyalist perspective.*

Lesson 13: End of Unit 3 Assessment, Part II

- *I can revise my broadside for linking words and phrases, preposition phrases, and frequently confused words.*

	<i>I can prepare for a text-based discussion by forming an opinion and identifying reasons and evidence.</i> Lesson 14: Writing Opinion Texts <i>I can correct conventions based on editing notes on my writing and online reference resources.</i> <i>I can publish a typed version of a broadside.</i> Lesson 15: Performance Task <i>I can follow discussion norms to participate in a productive discussion about my opinion of the American Revolution.</i>
Differentiation	Assessments
Content Connections College, Career, and Civic Life C3 Framework for Social Studies State Standards: <i>D2.Civ.3.3–5: Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.</i> <i>D2.Civ.4.3–5: Explain how groups of people make rules to create responsibilities and protect freedoms.</i> <i>D2.Civ.12.3–5: Explain how rules and laws change society and how people change rules and laws.</i> <i>D2.His.2.3–5: Compare life in specific historical time periods to life today.</i> <i>D2.His.4.3–5: Explain why individuals and groups during the same historical period differed in their perspectives.</i> <i>D2.His.5.3–5: Explain connections among historical contexts and people’s perspectives at the time.</i> <i>D2.His.12.3–5: Generate questions about multiple historical sources and their relationships to particular historical events and developments.</i>	Formative Assessments: <i>Circulate and listen for what students already know</i> <i>Collect work time activities</i> <i>Listen to student talk and conversation</i> Summative Assessments, Projects, and Celebrations: Mid-Unit 1 Assessment: Researching Perspectives of the American Revolution: Patriots <i>Selected response, graphic organizer, and short constructed response</i> End of Unit 1 Assessment: Answering Questions about an Informational Text <i>Selected response and short constructed response</i> Mid-Unit 2 Assessment: Reading and Discussing <i>Divided Loyalties</i> <i>Selected response, short constructed response, and discussion</i> End of Unit 2 Assessment: Narrative Writing: First Person Narrative Story Based on <i>Divided Loyalties</i> <i>Selected response, short constructed response and on-demand narrative</i> Mid-Unit 3 Assessment: Reading and Answering Questions

Technology Integration

- Listen to audio books, videos or podcasts
- Listen to books on websites: CommonLit, Newsela, Readworks storyonline.net, storyit.com, Epic, Brain Pop
- Use document camera or overhead projector
- Google Docs, Google Classroom, Canva, Gynzy

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading, writing and comprehension skills.

Global Perspectives

[Global Learning Resource Library](#)

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triands or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support

about an Opinion Text

- *Selected response and short constructed response*
- **End of Unit 3 Assessment: Opinion Writing: Loyalist Broadside**
 - *Selected response and on demand opinion*
- **Performance Task: Text-Based Discussion: American Revolution**

Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		
Intervention Strategies		
Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Required Texts to Support Unit:

- “Revolutionary War.” The New Book of Knowledge, Grolier Online. (RI)
- “An Incomplete Revolution.” Miller, Amy. (RI, N/A) (included in module materials)
- Divided Loyalties: The Barton Family during the American Revolution. Thompson, Gare. (RL, NP)
- “The Declaration of Independence: A Transcription.” The U.S. National Archives and Records Administration. (RI, 1390L)
- “American Indians and the American Revolution.” Galloway, Colin. (RI, 1050L)
- Robert Barton’s letter. Written by EL Education. (RI, 870L)
- William Barton’s letter. Written by EL Education. (RI, 860L)
- “Loyalists.” The New Book of Knowledge, Grolier Online. (RI, 680L)
- Colonial Voices: Hear Them Speak. Winters, Kay. (RL, 640L)

Module 4: Gathering Evidence and Speaking to Others: Responding to Inequality - Ratifying the 19th Amendment	
Big Ideas: <i>Course Objectives/ Content Statement(s)</i> - Students will analyze literature and informational texts to understand gender and racial inequality in the United States during the first half of the 20th century, focusing on the ratification of the 19th Amendment and its societal impacts. - Students will identify and summarize key themes and events in <i>The Hope Chest</i> and related texts, using evidence to support their understanding of how individuals responded to issues of inequality. - Students will research global examples of student activism, take action on a local issue, and write persuasive public service announcements (PSAs) and press releases to share their experiences and encourage community involvement.	
Essential Questions	Enduring Understandings
- What can we learn from the process of ratifying the 19th Amendment? - How can stories inspire us to take action and contribute to a better world? - How and why can we encourage and support others to contribute to a better world?	- In 1920, the U.S. Constitution was amended to give women the right to vote; however, this did not allow African American women to vote. - When people take action against inequality, they can cause social change. - Stories can build our awareness, empathy, and understanding of injustice and other problems in the world. - We can encourage others to create a better world by raising awareness, offering ideas, and providing opportunities for them to help.
Areas of Focus: Proficiencies (New Jersey Student Learning Standards)	Lessons
Students will: Reading Foundational Skills - 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,	Unit 1: Building Background Knowledge Lesson 1: Discovering Our Topic <i>I can infer the topic of this module from quotes.</i> <i>I can determine the meaning of unfamiliar words and phrases.</i>

and expression.

- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language Standards

- L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - B. Determine the meaning of words and phrases that allude to significant characters found in literature.
 - C. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Reading Literature

- 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.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

Reading Informational 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.

Lesson 2: Answering Questions about a Text

- *I can identify synonyms and antonyms of words.*
- *I can make connections between chapter 2 of The Hope Chest and artwork inspired by the text.*

Lesson 3: Answering Questions about a Text

- *I can provide kind, specific, and helpful feedback to peers about their reading fluency.*
- *I can make connections between Chapter 3 of The Hope Chest and artwork inspired by the text.*

Lesson 4-5: Mid-Unit 1 Assessment

- *I can read a new excerpt of The Hope Chest aloud fluently.*
- *I can use the text to answer questions about Chapter 4 of The Hope Chest.*

Lesson 6: Determining Theme and Summarizing a Text

- *I can determine themes of The Hope Chest using details from the text.*
- *I can summarize chapter 5 of The Hope Chest*

Lesson 7: Close Reading

- *I can use the text to answer questions about "Ten Suffragists Arrested while Picketing at the White House."*
- *I can identify whether a text is a firsthand or secondhand account of an event.*

Lesson 8: Answering Questions about a Text

- *I can use the text to answer questions about an expert of "The Suffragists: From Tea Parties to Prison."*
- *I can compare and contrast a firsthand account to a secondhand account of an event.*

Lesson 9: Close Reading

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

Writing Standards

- 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. Provide a conclusion related to the information or explanation presented.

Speaking and Listening

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

- *I can use the text to answer questions about "The Girl Who Acted before Rosa Parks."*
- *I can identify whether a text is a firsthand or secondhand account of an event.*

Lesson 10: End of Unit 1 Assessment

- *I can use the text to answer questions about a new informational text.*
- *I can compare and contrast a firsthand account to a secondhand account of an event.*

Unit 2: Analyzing Characters and How Their Actions Contribute to Theme

Lesson 1: Determining Theme and Summarizing a Text

- *I can summarize Chapter 8 of The Hope Chest.*
- *I can explain the meaning of similes and metaphors in Chapter 8 of The Hope Chest.*

Lesson 2: Determining Theme and Summarizing a Text

- *I can summarize Chapter 9 of The HOpe Chest.*
- *I can explain the meaning of similes and metaphors in Chapter 9 of The Hope Chest.*

Lesson 3: Determining Theme and Summarizing a Text

- *I can summarize Chapter 10 of The Hope Chest.*

Lesson 4: Determining Theme and Summarizing a Text

- *I can summarize Chapter 11 of The Hope Chest.*
- *I can explain the meaning of similes and metaphors in Chapter 11 of The Hope Chest.*

Lesson 5: Determining Theme and Summarizing a Text

- *I can use relative adverbs.*

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

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

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

- *I can summarize Chapter 12 of The Hope Chest.*

Lesson 6: Determining Theme and Summarizing a Text

- *I can use relative pronouns.*
- *I can summarize Chapter 13 of The Hope Chest.*

Lesson 7: Determining Theme and Summarizing a Text

- *I can summarize Chapter 14 of The Hope Chest.*
- *I can provide kind, specific, and helpful feedback to peers about their summaries.*

Lesson 8: Mid-Unit 2 Assessment

- *I can summarize Chapter 15 of The Hope Chest.*
- *I can use relative pronouns and relative adverbs.*
- *I can explain the meaning of similes, metaphors, idioms, adages, and proverbs in Chapter 15 of The Hope Chest.*

Lesson 9: Writing a Literary Essay

- *I can use the Painted Essay structure to analyze a model.*
- *I can write a focus statement for my literary essay.*

Lesson 10: Writing a Literary Essay

- *I can plan and write an introductory paragraph for my literary essay that gives context on the issue and clearly states the topic.*

Lesson 11: Writing a Literary Essay

- *I can write Proof Paragraph 1 of my literary essay, elaborating on evidence to support the theme I have identified.*

Lesson 12: Writing a Literary Essay

- *I can write Proof Paragraph 2 of my literary essay, elaborating on evidence to support the theme I have identified.*

Lesson 13: Writing a Literary Essay

- *I can write the conclusion of my literary essay that restates the focus.*
- *I can provide kind, specific, and helpful feedback to peers about their essays.*

Lesson 14: End of Unit 2 Assessment

- *I can write a literary essay about the theme in The Hope Chest.*

Unit 3: Call to Action**Lesson 1: Launching Research**

- *I can identify the reasons and evidence Kid President gives to support the point that kids can be heroes.*
- *I can research how kids can take action to make a difference in their community.*

Lesson 2: Reading Informational Texts

- *I can organize my research into categories.*
- *I can cite evidence from the text to support answers to my question.*

Lesson 3: Sharing Our Research

- *I can identify the reasons and evidence Braeden gives to support the point that kids can make a difference.*
- *I can paraphrase and take notes on information shared with my peers about how kids can take action to make a difference in their community.*

Lesson 4: Mid-Unit 3 Assessment

- *I can identify the reasons and evidence Kayla Abramowitz gives to support the point that kids can be heroes.*
- *I can cite evidence from the text to support answers to my questions.*
- *I can take notes and organize my research into categories.*

Lesson 5: How Can We Make a Difference?

- *I can discuss with my peers issues in our community and decide on an issue to take action and improve.*
- *I can develop an action plan with my peers outlining how we will address an issue in our community.*

Lesson 6: How Can We Make a Difference?

- *I can develop a plan with my project team outlining how we will contribute to the class's project to address an issue in our community.*

Lesson 7: Writing a PSA

- *I can analyze a model in order to generate criteria for an effective PSA.*
- *I can plan the key points of a PSA that raises awareness about my class's selected community issue.*

Lesson 8: Writing a PSA

- *I can write the introduction for the script of my PSA.*

Lesson 9: Writing a PSA

- *I can write a script for my PSA.*
- *I can critique my partner's script and provide kind, helpful, and specific feedback about the appropriateness for the task, purpose, and audience.*

Lesson 10: Writing a PSA

- *I can revise my PSA for appropriateness of task, purpose, and audience.*
- *I can effectively perform my PSA.*
- *I can critique my partner's performance and provide kind, helpful, and specific feedback.*

Lesson 11: How Can We Make a Difference?

- *I can record my PSA.*
- *I can plan the key points of a PSA that raises awareness about the importance of taking action.*

	Lesson 12: End of Unit 3 Assessment • <i>I can write a PSA script about the importance of taking action in your community.</i> Lesson 13: Analyzing a Model • <i>I can analyze a model in order to generate criteria for an effective press release.</i> • <i>I can plan a press release about the results of our class project.</i> Lesson 14: Performance Task • <i>I can write a press release sharing the results of our class project.</i> Lesson 15: Launching Research • <i>I can collaborate with my peers to write a press release about the results and impact of our class project.</i>
Differentiation	Assessments
Content Connections College, Career, and Civic Life C3 Framework for Social Studies State Standards: • <i>D2.Civ.2.3–5: Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.</i> • <i>D2.Civ.12.3–5: Explain how rules and laws change society and how people change rules and laws.</i> • <i>D2.Civ.14.3–5: Illustrate historical and contemporary means of changing society.</i> • <i>D2.His.5.3–5: Explain connections among historical contexts and people’s perspectives at the time.</i> • <i>D2.His.10.3–5: Compare information provided by different historical sources about the past.</i>	Formative Assessments: • <i>Circulate and listen for what students already know</i> • <i>Collect work time activities</i> • <i>Listen to student talk and conversation</i> Summative Assessments, Projects, and Celebrations: • Mid-Unit 1 Assessment: Answering Questions about a Literary Text ◦ <i>Fluency, selected response and short constructed response</i> • End of Unit 1 Assessment: Comparing Firsthand and Secondhand Accounts of the Same Event ◦ <i>Selected response and short constructed response</i> • Mid-Unit 2 Assessment: Summarizing Events in a Chapter ◦ <i>Selected response and short constructed response</i> • End of Unit 2 Assessment: Writing a Literary Essay about a Theme in <i>The Hope Chest</i>

Technology Integration

- Listen to audio books, videos or podcasts
- Listen to books on websites: CommonLit, Newsela, Readworks storyonline.net, storyit.com, Epic, Brain Pop
- Use document camera or overhead projector
- Google Docs, Google Classroom, Canva, Gynzy

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading, writing and comprehension skills.

Global Perspectives

[Global Learning Resource Library](#)

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support

- *On-Demand literary essay*
- **Mid-Unit 3 Assessment: Researching How Kids Have Taken Action**
 - *Research graphic organizer*
- **End of Unit 3 Assessment: Opinion Writing - Writing a PSA**
 - *On-demand script with an opinion*
- **Performance Task: Taking Action Project Press Release**
 - *Scaffolded informative press release*

Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		
Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Required Texts to Support Unit:

- “The Suffragists: From Tea-Parties to Prison.” Online Archive of California. (RI)
- “The Girl Who Acted before Rosa Parks.” Blattman, Elissa. (RI)
- “Making Hard Times Bear-able.” (RI)
- “Kayla Abramowitz Speech” (video). (RI)
- “Ten Suffragists Arrested while Picketing at the White House.” America’s Story from America’s Library. (RI, 1010L)
- The Hope Chest. Schwabach, Karen. (RL, 800L)