

Domain Anchor Statement Codes			
Reading	Writing	Speaking and Listening	Language
<b>CR:</b> Close Reading of Text	<b>AW:</b> Argumentative Writing	<b>PE:</b> Participate Effectively	<b>RF:</b> Foundational Skills: <b>Reading</b> Language
<b>CI:</b> Central Ideas and Themes	<b>IW:</b> Informative and Explanatory Writing	<b>II:</b> Integrate Information	<b>WF:</b> Foundational Skills: <b>Written</b> Language
<b>IT:</b> Interactions Among Text Elements	<b>NW:</b> Narrative Writing	<b>ES:</b> Evaluate Speakers	<b>SS:</b> System and Structure of Language
<b>TS:</b> Text Structure	<b>WP:</b> Writing Process	<b>PI:</b> Present Information	<b>KL:</b> Knowledge of Language
<b>PP:</b> Perspective and Purpose in Texts	<b>WR:</b> Writing Research	<b>UM:</b> Use Media	<b>VL:</b> Vocabulary Acquisition, Use, and <b>Literal</b> Meaning
<b>MF:</b> Diverse Media and Formats	<b>SE:</b> Sources of Evidence	<b>AS:</b> Adapt Speech	<b>VI:</b> Vocabulary Acquisition, Use and <b>Interpretative</b> Meaning
<b>AA:</b> Analysis of an Argument	<b>RW:</b> Range of Writing		
<b>CT:</b> Comparison of Texts			

Trimester	Unit Title	Recommended Instructional Days
3	Impacts	30 days

Grade NJSLS - ELA	Core Ideas and Practices Interdisciplinary Standards
<p><b>Language Domain</b></p> <p><b>Foundational Reading</b></p> <p>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.</p> <p>L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p><b>Foundational Writing</b></p> <p>L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.</p> <p>L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:</p> <p>L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p><b>Essential Question/s:</b></p> <p>How do our stories shape our world?            How can revealing a secret make it lose its power?            How can being different be an advantage?            Why should we do good deeds without expecting anything in return?            How can what we learn from stories guide our actions?            How can being disobedient cause problems?</p> <p><b>Activity Description:</b></p> <p><b>Week 1 - <i>Can You Guess My Name?</i></b>            Analyze characters to synthesize information about characters in traditional tales</p> <p><b>Reading Workshop:</b>  <b>Reading/Writing Workshop Bridge:</b>            Bridge reading and writing narrative nonfiction through:</p> <ul style="list-style-type: none"> <li>● academic vocabulary</li> <li>● word study</li> <li>● read like a writer</li> <li>● write for a reader</li> <li>● spelling</li> <li>● language and conventions</li> </ul>

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.

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

### Reading Domain

#### 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.CT.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

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.

#### Writing Workshop:

Introduce Mentor Stacks and immerse in opinion essay texts

#### Week 2 -

**Reading Workshop:** *Thunder Rose* (**Amistad Law: N.J.S.A. 18A 52:16A-88**)

Infer theme to make connections to traditional literature

#### Reading/Writing Workshop Bridge:

Bridge reading and writing narrative nonfiction through:

- academic vocabulary
- word study
- read like a writer
- write for a reader
- spelling
- language and conventions

#### Writing Workshop:

Develop elements of opinion essay writing

#### Week 3 -

**Reading Workshop:** *La Culebra (The Snake)*

Identify elements of a play to help summarize a play

#### Reading/Writing Workshop Bridge:

Bridge reading and writing narrative nonfiction through:

- academic vocabulary
- word study
- read like a writer
- write for a reader
- spelling
- language and conventions

#### Writing Workshop:

Develop the structure of opinion essay writing

#### Week 4-

**Reading Workshop:** *The Secret of the Winter Count* (**Diversity & Inclusion: N.J.S.A. 18A:35-4.36a**) (**Holocaust Law: N.J.S.A. 18A:35-28**)

Infer theme and make connections in historical fiction

<p>RI.CI.4.2. Summarize an informational text and interpret the author’s purpose or main idea citing key details from the text.</p> <p>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.</p> <p>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.</p>	<p><b>Reading/Writing Workshop Bridge:</b> Bridge reading and writing narrative nonfiction through:</p> <ul style="list-style-type: none"> <li>● academic vocabulary</li> <li>● word study</li> <li>● read like a writer</li> <li>● write for a reader</li> <li>● spelling</li> <li>● language and conventions</li> </ul> <p><b>Writing Workshop:</b> Apply writer’s craft and conventions of language to develop and write an opinion essay</p>
<p><b>Writing Domain</b></p>	
<p>W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p> <p>W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.</p>	<p><b>Week 5 -</b> <b>Reading Workshop:</b> <i>Pandora and Race to the Top</i> Evaluate details to help analyze and compare myths</p> <p><b>Reading/Writing Workshop Bridge:</b> Bridge reading and writing narrative nonfiction through:</p> <ul style="list-style-type: none"> <li>● academic vocabulary</li> <li>● word study</li> <li>● read like a writer</li> <li>● write for a reader</li> <li>● spelling</li> <li>● language and conventions</li> </ul> <p><b>Writing Workshop:</b> Publish, celebrate, and assess opinion essay writing</p>
<p><b>Speaking and Listening Domain</b></p>	
<p>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.</p>	<p><b>Week 6-</b> <b>Inquiry and research-</b> The Tale Behind the Tale Research Articles</p> <ul style="list-style-type: none"> <li>● Generate ideas for inquiry</li> <li>● Research local and national historical landmarks</li> <li>● Engage in productive collaboration</li> <li>● Incorporate media</li> <li>● Celebrate and reflect</li> </ul>

<p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>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.</p> <p>D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>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).</p>		<p><b>UNIT 5 Week 4 -</b> <b>Reading Workshop:</b> <i>The Himalayas</i> Make inferences and explain ideas to understand informational text <b>Reading/Writing Workshop Bridge:</b> Bridge reading and writing narrative nonfiction through:</p> <ul style="list-style-type: none"> <li>● academic vocabulary</li> <li>● word study</li> <li>● read like a writer</li> <li>● write for a reader</li> <li>● spelling</li> <li>● language and conventions</li> </ul> <p><b>Writing Workshop:</b> Apply writer’s craft and conventions of language to develop and write poetry</p>
<p><b>Social and Emotional Learning:</b> <i>Competencies</i></p>	<p><b>Social and Emotional Learning:</b> <i>Sub-Competencies</i></p>	<p><b>UNIT 5 Week 5 -</b> <b>Reading Workshop:</b> <i>Trashing Paradise</i> and <i>Bye Bye Plastic Bags on Bali</i> Use text evidence to explain concepts and compare and contrast accounts in informational text <b>Reading/Writing Workshop Bridge:</b> Bridge reading and writing narrative nonfiction through:</p> <ul style="list-style-type: none"> <li>● academic vocabulary</li> <li>● word study</li> <li>● read like a writer</li> <li>● write for a reader</li> <li>● spelling</li> <li>● language and conventions</li> </ul> <p><b>Writing Workshop:</b> Publish, celebrate, and assess poetry</p> <p><b>Book Club-</b> <i>The Tale of Despereaux</i></p> <p><b>Interdisciplinary Connections:</b> <i>Follow the “Cross-Curricular” discussion prompts in your teacher’s manual to address the standards below.</i></p>
<ul style="list-style-type: none"> <li>● Self-Awareness</li> <li>● Self-Management</li> <li>● Social Awareness</li> <li>● Responsible Decision-Making</li> <li>● Relationship Skills</li> </ul>	<ul style="list-style-type: none"> <li>● Recognize the importance of self-confidence in handling daily tasks and challenges</li> <li>● Recognize the skills needed to establish and achieve personal and educational goals</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ</li> <li>● Develop, implement, and model effective problem-solving and critical thinking skills</li> <li>● Utilize positive communication and social skills to interact effectively with others</li> </ul>	

**SOC.6.1.5** Interactions of people and events throughout history have shaped the world we experience today.  
**SOC.6.1.5** Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

**Assessments (Formative)**

*To show evidence of meeting the standard/s, students will successfully engage within:*

**Formative Assessments:**

- Small Group - Verbal Discussions
- Lesson/Skill Quiz
- Exit Tickets
- Progress Check-Ups
- Cold Reads
- Practice Tests
- Test Banks

**Assessments (Summative)**

*To show evidence of meeting the standard/s, students will successfully complete:*

**Benchmarks:**

- District Approved Assessments - LinkIt! & iReady

**Summative Assessments:**

- Standardized Tests
- Published Writing Pieces

<ul style="list-style-type: none"> <li>Journal Writing</li> <li>Whiteboard/Communicator</li> <li>Peer/Self Assessment</li> <li>Reading Response Log</li> <li>Think/Write-Pair-Share</li> <li>Graphic Organizers</li> <li>3-2-1 Strategy</li> </ul>	<ul style="list-style-type: none"> <li>Selection /Unit Tests</li> </ul>		
<b>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></b>			
<b>Core Resources</b>	<b>Alternate Core Resources <i>IEP/504/At-Risk/ML</i></b>	<b>ML Core Resources</b>	<b>Gifted &amp; Talented Core Resources</b>
<ul style="list-style-type: none"> <li>Digital and Print Version of Texts</li> <li>Centers/Stations</li> <li>Journals</li> <li>Leveled Readers</li> <li>Mentor Stack</li> <li>Writing Notebook</li> <li>Student Interactive</li> <li>MyView Literacy</li> <li>Reading Anchor Charts/Editable Anchor Charts</li> <li>Listening Comprehension Read Aloud</li> <li>District-Approved Resources</li> </ul>	<ul style="list-style-type: none"> <li>Below Level Readers</li> <li>Choice Boards</li> <li>Differentiated Literacy Stations</li> <li>Small Group Guide</li> <li>Graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>WIDA Can Do Descriptors</li> <li>Online Thesaurus</li> <li>Below Level Readers</li> <li>Language Awareness Handbook</li> <li>StoryBoard Graphic Organizer</li> </ul>	<ul style="list-style-type: none"> <li>Enrichment Readers</li> <li>Extension Activities in Resource Download Center</li> <li>Research and Inquiry Activities in teacher's guide</li> <li>Tiered Content/Activities</li> <li>Provide a variety of rigorous material</li> <li>Challenge spelling words</li> </ul>
<b>Supplemental Resources</b>			

**Technology:**

- Student Technology Device (chromebook; computer; ipad; etc.)
- SmartBoard/Promethean Board
- Meeting Application (Google Meets; Zoom; etc.)
- Camera & Microphone
- Document Camera
- Interactive Whiteboard
- CommonLit
- District-Approved Resources

**Other:**

- Whiteboard
- Chart Paper
- Markers

**Differentiated Student Access to Content:  
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ML</i>	ML Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic</li> <li>● Provide individual instruction as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Introduce skills/vocabulary before lesson</li> <li>● Teacher modeling</li> <li>● Use of visual &amp; multi-sensory formats</li> <li>● Pair with higher level students</li> <li>● Utilize a multi-sensory (VAKT) approach during instruction</li> <li>● Provide alternate presentations of skills by varying the method</li> </ul>	<ul style="list-style-type: none"> <li>● Visual Learning</li> <li>● Pre-Teaching Skills/Language</li> <li>● Teacher Modeling</li> <li>● Personal Experiences/Prior Knowledge</li> <li>● Guided Writing</li> <li>● Pair students with advanced language skills</li> <li>● Scaffolding</li> <li>● Choice Boards</li> <li>● Differentiated Writing Stations</li> <li>● Extended Conferences</li> <li>● Sentence Stems</li> </ul>	<ul style="list-style-type: none"> <li>● Compacting</li> <li>● Inquiry Based Instruction</li> <li>● Higher-Order Thinking Questions</li> <li>● Interest Based Content</li> <li>● Student-Driven Instruction</li> <li>● Tiered Content/Activities</li> <li>● Create an enhanced set of introductory activities</li> <li>● Intensive accelerated instruction</li> </ul>

	<p>(repetition, simple explanations, additional examples, modeling, etc.)</p> <ul style="list-style-type: none"><li>● Modify test content and/or format</li><li>● Allow students to retake test for additional credit</li><li>● Provide additional times and preferential seating as needed</li><li>● Scaffolding</li><li>● Highlight key vocabulary</li><li>● Text-to-Speech</li><li>● Use of anchor charts</li><li>● Sentence Stems</li><li>● Graphic Organizers</li></ul>	<p>(Refer to TE for ELL Targeted Minilesson Support)</p>	
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<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept:</b></p> <ol style="list-style-type: none"><li>1. Financial Health</li><li>2. Career Awareness &amp; Planning</li><li>3. Creativity and Innovation</li><li>4. Digital Citizenship</li><li>5. Global &amp; Cultural Awareness</li><li>6. Information and Media Literacy</li><li>7. Technology Literacy</li></ol>
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	<b>Core Ideas:</b>	<ul style="list-style-type: none"> <li>You can give back in areas that matter to you.</li> <li>An individual’s passions, aptitude and skills can affect his/her employment and earning potential.</li> <li>Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.</li> <li>Digital identities must be managed in order to create a positive digital footprint.</li> <li>Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.</li> <li>Different digital tools have different purposes</li> </ul>
	<b>Performance Expectation/s:</b>	<ul style="list-style-type: none"> <li>9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</li> <li>9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</li> <li>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</li> <li>9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.</li> <li>9.4.5.IML.1: Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).</li> <li>9.4.5.TL.1: Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.</li> <li>9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (<b>Standards in Action: Climate Change</b>)</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>Act as a responsible and contributing community member and employee.</li> <li>Attend to financial well-being</li> <li>Consider the environmental, social and economic impacts of decisions.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Demonstrate creativity and innovation.</li> <li>• Utilize critical thinking to make sense of problems and persevere in solving them.</li> <li>• Model integrity, ethical leadership and effective management.</li> <li>• Plan education and career paths aligned to personal goals.</li> <li>• Use technology to enhance productivity, increase collaboration and communicate effectively.</li> <li>• Work productively in teams while using cultural/global competence.</li> </ul>
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New Jersey Legislative Statutes and Administrative Code (place an "X" before each law/statute if/when present within the curriculum map)									
X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>	X	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>