Wall Township Public Schools	Board Approval Date: 8/20/24
Course Title: Grade 4 - English Language Arts	
Course Description: In this course, students will read and analyze engaging and complex texts that support students in building knowledge to become informed readers, capable of recognizing other's perspectives while enriching their own. They will annotate, cite text evidence to support claims, build vocabulary and write short analytical responses based on scaffolded texts. In addition, students will implement the writing process while building knowledge through research to write informational, opinion and narrative essays demonstrating command of the conventions of writing (spelling, grammar, syntax and punctuation).	

New Jersey Student Learning Standards

Vision for English Language Arts Education in New Jersey

A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.
- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

Practices of English Language Arts

The English Language Arts Practices offer the capacities held by students who have progressed through a kindergarten through grade 12 English Language Arts program in New Jersey. These practices describe students who are proficient in literacy, possessing the ability to read deeply, create their own works, and listen and speak to a broad range of ideas. As New Jersey students advance through the grades and demonstrate proficiency in the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity the following capacities of the literate individual.

Student capacities include:

- Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.

- Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.
- Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.
- Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.
- Leveraging Technology: Employing technology and digital media thoughtfully, strategically, and capably to enhance reading, writing, speaking, listening, and language use.
- Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to, and respect other perspectives and cultures.

Unit Title	**Estimated Number of Instructional Periods**
Unit 1: Facing Challenges and Writing an Opinion	30
Unit 2: Technology and Writing to Inform	30
Unit 3: Exploring and Writing to Analyze Literature	30
Unit 4: Traditions and Writing a Narrative	30
Unit 5: Sports and Writing to Inform	30
Unit 6: Humans and Energy and Writing an Opinion	30

Unit 1

Desired Results

Unit 1 Title: Reading to Solve Problems and Writing an Opinion

Unit Summary: Students will explore different ways to approach and cope with challenging situations. They will determine which are the most important key details to include in a summary done in their own words. They will use details from the text to determine the theme. They will make inferences based on text evidence and background knowledge. They will describe characters' feelings, motivations, and traits based on what they think, feel, and say and support their descriptions by using text evidence. Students will use the steps for writing to share an opinion, which includes the research path of finding text evidence through source texts, and organizing evidence to support their opinion of a topic.

Learning Standards

NJSLS ELA Grade 4 - 2023

L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

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

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

L.KL.4.1.A Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

L.VI.4.3.C Recognize and explain the meaning of common idioms, adages, and proverbs.

L.KL.4.1.D Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

L.VL.4.2 Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

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.

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.and make relevant connections when drawing inferences from the text.

RL.IT.4.3 Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

RI.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.

RL.CT.4.8 Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.

RI.CR.4.1 Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RI.CI.4.2 Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
RI.IT.4.3 Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
RI.AA.4.7 Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
W.AW.4.1.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.
W.AW.4.1.B Provide reasons that are supported by facts from texts and/or other sources.
W.AW.4.1.C Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition)
W.AW.4.1.D Provide a conclusion related to the opinion presented.
W.WP.4.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.WP.4.4.A Identify audience, purpose, and intended length of composition before writing.
W.WP.4.4.B Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
W.WP.4.4.C Consider writing as a process, including self-evaluation, revision and editing.
W.WP.4.4.D With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
W.WP.4.4.E After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style
W.WR.4.5 Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
W.SE.4.6 Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
W.RW.4.7 Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
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.
SL.PE.4.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.PE.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
SL.PE.4.1.C Prose 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.PE.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.II.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats(e.g., visually, quantitatively, and orally).
SL.ES.4.3 Identify the reasons and evidence a speaker provides to support particular points.
SL.PI.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.UM.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.AS.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS - 9.1 -5.5…)*:

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.1.5.RMI.1: Identify risks that individuals and households face.

9.4.5.CI.4: Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Computer Science & Design Thinking (*CS & DT 8.1.5…***)**:

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

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.

8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.

8.2.5.NT.4: Identify how improvement in the understanding of materials science impacts technologies.

8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.

8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.

8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.

8.2.5.ETW.4: Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.

8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.

8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

Interdisciplinary Connections:

Interdisciplinary connections may include but are not limited to:

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

6.1.5.CivicsDP.1: Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).

6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).

6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes and climate change have on humans.

Learning Targets

Unit Essential Questions:

What skills can people use to solve a mystery?

What life lessons can we learn from others?

How do people feel when they face challenges?

How can imagination help people deal with challenges?

What is opinion writing?

What are examples of opinion writing?

Unit Enduring Understandings:

Skills such as looking for clues and asking questions can help solve a mystery.

Mistakes aren't bad, as long as you learn from them.

Doing what you love is more important than winning.

Facing challenges can make people feel nervous or emotional.

	Imagination can help you think about a problem and find a way to help solve it. In opinion writing, a writer states an opinion that reflects their point of view about a topic. The writer supports their opinion by giving strong reasons and then using evidence, such as facts and details, to explain each reason. Examples of opinion writing include newspaper or magazine articles, book and movie reviews, and advertisements. Essays, speeches, and letters can also be opinion writing if the writer uses the form to express his or her opinion about a topic.

Vocabulary: (*Contextual*) challenge, experience, lesson, accomplice, beloved, concluded, scanned, bond, determine, insistent, motivated, passionate, hydrated, mode, navigating, processing, relocating, adventurers, endangered, environmentalist, imagination, possibilities, devising, execute, mission, peripheral
(*Academic*) summarize, summary, key detail, character, setting, problem, solution, theme, problem, inference, text evidence, motivation, trust, text evidence, consider, focus, form, issue, provide, state

Students will be able to:

- Summarize by retelling the most important parts of a story in one's own words
- Determine which details are the key details to include in a summary
- Understand the types of skills people use to solve mysteries
- Write a summary that includes key details from the beginning, middle, and end of the story.
- Justify ideas about the importance of details in partner discussions.
- Use sentence frames to share ideas about skills that people can use to solve mysteries.
- Learn the purpose and features of opinion writing
- Identify key features of an opinion speech
- Understand and identify task, purpose, and audience
- Identify a system for gathering and organizing evidence from source texts
- Build knowledge through a source text
- Analyze a mentor text
- Interact and collaborate to share information
- Understand how to recognize and mark pros and cons in a text
- Locate and mark details to use while writing
- Identify and categorize supporting evidence in texts
- Draft an introduction to an opinion speech
- Support reasons with facts and details
- Draft the body and conclusion of a speech
- Develop and strengthen writing by revising with peer support
- Revise and edit a speech
- Identify and correct commonly confused words

- Use technology to publish and produce

Learning Activities: *Diversity & Inclusion [DEI]*, *Climate Change*

- Scaffold reading (Notice and Wonder, Read, Discuss)
- Practice the Focus Standard (Reread/Think, Talk, Write)
- Buddy & Independent Reading
- Write to respond to prompts
- Word study to build knowledge with vocabulary
- Tools to scaffold comprehension - small group differentiated activities
- Grammar and spelling activities
- *Stress tolerance and acceptance for all races, religions, and cultures when discussing why we make mistakes and how we deal with them.*
- *Highlight the use of renewable resources and benefits of clean energy.*

Core Instructional & Supplemental Materials
Magnetic Reading Gr. 4 Textbook
Ready Writing Gr. 4 Textbook
iReady My Path
iReady Teacher Toolbox
Supplemental Reading - *The Turtle of Oman, The Secret Lake, How to Solve a Problem: The Rise of a Rock Climbing Champion*

Assessment Evidence
Formative Assessments: daily writing activities, lesson independent practice, lesson focus question written response, student learning scales, weekly vocabulary practice activity
Summative Assessments: Lesson Quizzes, Weekly Spelling Assessment, Connect - It Activities, Completed Informational Writing
Common Benchmark Assessments: Unit 2 Assessment
Alternative Assessments: • Presentation on a new technology • Presentation on a prototype for an idea for a new invention • Personal narrative about testing ideas for inventions

Specific Strategies and Practices that Support Students with Disabilities:
Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback -Talk before writing - Incorporate UDL Guidelines

Specific Strategies and Practices that Support English Language Learners
English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups, sentence frames- Use shared writing- Read aloud question and answer choices- Talk before writing- Rephrase ideas - Incorporate UDL Guidelines

Students at Risk of Failure

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice - Incorporate UDL Guidelines

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning
Supplemental Reading - engaging projects - Book Clubs

Unit 2

Desired Results

Unit 2 Title: Technology and Writing to Inform

Unit Summary: Students will explore how people create inventions to solve problems and how technologies shape our daily lives. They will analyze a historical text using text details, determine word meanings in informational texts, determine the main idea and key details, and summarize a text using main ideas and key details. Students will use the steps for writing to inform, which includes the research path of finding text evidence and organizing evidence to support their understanding of a topic.

Learning Standards

NJSLS ELA Grade 4 - 2023

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

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.VL.4.2.A Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.VL.4.2.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

- Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- Write affixed words that involve a sound or spelling change in the base word.
- Spell grade-appropriate words correctly, consulting references as needed.
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.WF.4.3.F Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).

RL.CR.4.1 Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text

RI.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.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

RI.PP.4.5 Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.

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

RL.CT.4.8 Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.

RL.CI.4.2 Summarize a literary text and interpret the author's theme citing key details from the text

W.IW.4.2.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.

W.IW.4.2.B Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.

W.IW.4.2.C Link ideas within paragraphs and sections of information and examples related to the topic.

W.IW.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.

W.IW.4.2.E Provide a conclusion related to the information or explanation presented.

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.

SL.PE.4.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.PE.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.

SL.PE.4.1.C Prose 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.PE.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.II.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats(e.g., visually, quantitatively, and orally).

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

SL.PI.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

SL.PE.4.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.PE.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.

SL.PE.4.1.C Prose 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.PE.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.II.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats(e.g., visually, quantitatively, and orally).

SL.ES.4.3 Identify the reasons and evidence a speaker provides to support particular points.SL.PI.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

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

SL.AS.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion);

use formal English when appropriate to task and situation.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS - 9.1 -5.5…)*:

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.1.5.FP.5: Illustrate how inaccurate information is disseminated through various external influencers including the media, advertisers/marketers, friends, educators, and family members.

9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.

9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a)

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Computer Science & Design Thinking (*CS & DT 8.1.5…***):**

8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.

8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.

8.2.5.ITH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

8.2.5.NT.1: Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.

8.2.5.NT.2: Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.

Interdisciplinary Connections (*SS/Sci -6.1.5…, Sci* **):**

Interdisciplinary connections may include but are not limited to:

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

6.1.5.EconNE.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

1.2.5.Cn10b: Identify, examine and show how media artworks form meanings, situations and cultural experiences, such as news and cultural events.

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
How have inventions changed our world? How do people build on others' ideas in creative new ways? How can people use technology to solve problems? How can a young person become an inventor? What is informational writing?	Inventions and advancements in technology over time have had an impact on society. Informational writing gives readers information about a topic or idea. Building on others' creative ideas in new ways can help solve problems.

What are examples of informational writing?	Young people can become inventors by showing persistence and looking at new, creative solutions. Informational writing gives readers information about a specific topic or idea. The writer uses facts, definitions, details, quotations, examples, and other information to tell about (inform) or explain the topic or idea. Examples of informational writing include: newspaper and magazine articles, cause-effect and compare-contrast essays, biographies, autobiographies, procedural texts, textbook chapters, and research reports.

Vocabulary: (*Contextual*) intent, persistence, technology, architects, chemical, communication, develop, device, method, photographs, telegrams, engineers, inventive, spectacular, upgrade, versions, determination, experiment, inspiration, operated, prototype, attempts, creativity, dispense, identifying, inefficient, potential (*Academic*) historical text, infer, inference, cause, effect, context clue, word part, base word, prefix, suffix, main idea, key detail, topic, summarize, summary, signal word, analyze, develop, feature, source, strategy

Students will be able to:

- Explain how events in a historical text are connected by using text details
- Explain the effects of a particular historical event
- Understand how three major inventions have dramatically changed peoples' lives
- Use a chart to record events from a historical text and infer their causes
- Analyze and evaluate in writing the effects of various inventions
- Discuss with a small group, the impact of the three inventions in the text
- Learn the purpose of informational writing
- Learn the features of informational writing
- Build knowledge through a source text
- Analyze a mentor text
- Understand and identify task, purpose, and audience
- Analyze a writing assignment to identify task, purpose, and audience
- Identify a system for gathering and organizing evidence from source texts
- Build knowledge through source texts
- Interact and collaborate to clarify information
- Connect important details to key ideas
- Locate and mark evidence in texts
- Read and understand two source texts
- Use source details to complete activities
- Determine readiness to begin writing
- Connect supporting details to main ideas
- Use a graphic organizer to categorize information
- Review the parts of the article
- Draft an introduction that hooks the reader and introduce the topic of an article clearly

- Develop ideas by adding details, definitions, facts, and examples
- Draft the body and conclusion of an article
- Evaluate an article for ideas and elaboration
- Revise drafts for clarity
- Understand how to use words and phrases to link ideas
- Recognize and correct sentence fragments and run-on sentences
- Evaluate and strengthen drafts by editing
- Use technology to publish and produce
- Interact and collaborate with others to review writing

Learning Activities & Differentiation: *Diversity & Inclusion [DEI]*

- Scaffold reading (Notice and Wonder, Read, Discuss)
- Practice the Focus Standard (Reread/Think, Talk, Write)
- Buddy & Independent Reading
- Write to respond to prompts
- Word study to build knowledge with vocabulary
- Tools to scaffold comprehension - small group differentiated activities
- Grammar and spelling activities
- *Stress tolerance and acceptance for all races, religion, and cultures when discussing new inventions, innovations, and inventors.*
- *Recognize diversity in the ages, races, religions, and cultures of inventors, and their contributions to new technologies.*

Assessment Evidence
Formative Assessments: daily writing activities, lesson independent practice, lesson focus question written response, student learning scales, weekly vocabulary practice activity
Summative Assessments: Lesson Quizzes, Weekly Spelling Assessment, Connect - It Activities, Completed Informational Writing
Common Benchmark Assessments: Unit 2 Assessment
Alternative Assessments: • Presentation on a new technology • Presentation on a prototype for an idea for a new invention • Personal narrative about testing ideas for inventions

Core Instructional & Supplemental Materials
Magnetic Reading Gr. 4 Textbook
Ready Writing Gr. 4 Textbook
iReady My Path
iReady Teacher Toolbox
Supplemental Reading - *125 Cool Inventions: Super Smart Machines and Wacky Gadgets You Never Knew You Wanted!*, *Inventions: A Visual Encyclopedia*, *Maya and the Robot*, *Whoosh!: Lonnie Johmnson's Super-Soaking Stream of Inventions*, *Wood, Wire, Wings: Emma Lilian Todd Invents and Airplane*, *Kids Who are Changing the World*, *The Crayon Man: The True Story of the invention of Crayola Crayons*

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Incorporate UDL Guidelines - Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback - Talk before writing -Break tasks into smaller, manageable chunks

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups- Interpret idioms -Talk before writing - Use word bank - Use sentence frames - Incorporate UDL Guidelines

Students at Risk of Failure

Incorporate UDL Guidelines - Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogenous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 3

Desired Results

Unit 3 Title: Exploring and Writing to Analyze Literature

Unit Summary: Students will explore how and why people explore new places. They will determine the meaning of unfamiliar words in a text, understand allusions to other characters and stories, make inferences and support them with details from the text, identify the narrator's point of view, and compare first- and third-person points of view.

Students will use the steps for writing to analyze literature, which includes the research path of finding text evidence through source texts and using details from a literary text to support their claim about an element of the text.

Learning Standards

NJSLS ELA Grade 4 - 2023

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.
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.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 flexibility from a range of strategies.
L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

- Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- Write affixed words that involve a sound or spelling change in the base word.
- Spell grade-appropriate words correctly, consulting references as needed.
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.WF.4.3.F Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).

RL.CR.4.1 Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text

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

RL.IT.4.3 Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

RI.PP.4.5 Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.

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

RL.CT.4.8 Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.

RL.CI.4.2 Summarize a literary text and interpret the author's theme citing key details from the text.

W.AW.4.1.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.

W.AW.4.1.B Provide reasons that are supported by facts from texts and/or other sources.

W.AW.4.1.C Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition)

W.AW.4.1.D Provide a conclusion related to the opinion presented.

W.WP.4.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.WP.4.4.A Identify audience, purpose, and intended length of composition before writing.

W.WP.4.4.B Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

W.WP.4.4.C Consider writing as a process, including self-evaluation, revision and editing.

W.WP.4.4.D With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

W.WP.4.4.E After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style

W.WR.4.5 Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

W.SE.4.6 Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

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

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.

SL.PE.4.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.PE.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.

SL.PE.4.1.C Prose 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.PE.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.II.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats(e.g., visually, quantitatively, and orally).

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

SL.PI.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

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

SL.AS.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS - 9.1 -5.5…)*:

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Computer Science & Design Thinking ***(****CS & DT 8.1.5…****)*:

8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.

8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.

Interdisciplinary Connections (*SS/Sci -6.1.5…, Sci* **):**

Interdisciplinary connections may include but are not limited to:

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

6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

4-ESS2-2 Analyze and interpret data from maps to describe patterns of Earth's features

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
What can we discover by exploring the world around us? How do people create maps of new places? How and why do people explore new environments? How and why do people explore extreme environments? What is a literary analysis essay?	People discover new places and environments by exploring the world around them. People explore new and extreme environments in many different ways, learning new things about the world around us in both the past and present. A literary analysis essay is a form of opinion writing. The writer of a literary analysis essay uses details from a literary text to support their claim about an element of the text.

Vocabulary: (*Contextual*) explore, extraordinary, scientist, chisel, excavate, fossil, paleontologist, peril, pry, archeologist, data, geology, graph, intrigued, magma, rift, satellites, environments, erupting, extreme, frigid, molten, predict, volcanologist, accomplish, career
(*Academic*) word part, context clue, allusion, inference, text evidence, supporting detail, first-hand account, second-hand account, topic, event, focus, sensory detail, background information, research, element, explanation, express, infer, support

Students will be able to:

- Determine the meaning of unfamiliar words in a text
- Understand allusions to other characters and stories
- Understand how paleontology helps us learn about the Earth's history
- Describe how word parts, context clues, and background information can be used to determine word meaning
- explain the significance of an allusion in writing
- Ask and answer questions for a mock interview with the main character
- Learn and identify the features of a literary analysis essay
- Analyze a mentor text
- Understand and identify the task, purpose, and audience
- Gather information from a literary text to prepare for writing an opinion essay
- Interact and collaborate to share information
- Analyze character traits in a text
- Read and understand a source text
- Use evidence to support examples in a literary analysis essay
- Draft an engaging introduction
- Draft the body and conclusion of a literary analysis essay
- Use quotations to support and example
- Develop and strengthen writing by revising with peer support
- Evaluate and revise an essay for organization and elaboration
- Revise drafts for clarity, including the use of precise words
- Recognize common and proper nouns and when to correctly capitalize them
- Evaluate and strengthen drafts by editing
- Use technology to publish and produce

Learning Activities & Differentiation: *Diversity & Inclusion [DEI]*

- Scaffold reading (Notice and Wonder, Read, Discuss)

- Practice the Focus Standard (Reread/Think, Talk, Write)
- Buddy & Independent Reading
- Write to respond to prompts
- Word study to build knowledge with vocabulary
- Tools to scaffold comprehension - small group differentiated activities
- Grammar and spelling activities
- *Stress tolerance and acceptance for gender, races, religion, and cultures when discussing exploration and documentation of new and extreme environments.*
- *Recognize diversity in gender, races, religion, and cultures of explorers and their contributions to the exploration of new and extreme environments.*

Assessment Evidence

Formative Assessments: daily writing activities, lesson independent practice, lesson focus question written response, student learning scales, weekly vocabulary practice activity

Summative Assessments: Lesson Quizzes, Weekly Spelling Assessment, Connect - It Activities, Completed Literary Analysis

Common Benchmark Assessments: Unit 3 Assessment, iReady diagnostic MOY

Alternative Assessments:

- Extended written response to the Talk prompt
- Respond to a recorded NASA interview
- Presentation encouraging exploring
- Presentation of a past or current explorerDebate a question about exploring

Core Instructional & Supplemental Materials

Magnetic Reading Gr. 4 Textbook

Ready Writing Gr. 4 Textbook

iReady My Path

iReady Teacher Toolbox

Supplemental Reading - *Ocean Speaks: How Marie Tharp Revealed the Ocean's Biggest Secret, Journey to the Bottomless Pit: The Story of Stephen Bishop & Mammoth Cave, Dinosaur Lady:The Daring Discoveries of Mary Anning, the First Paleontologist, The Street Beneath My Feet (Look Closer), Fossils for Kids: Finding, Identifying, and Collecting, Space Exploration for Kids: A Junior Scientist's Guide to Astronauts, Rockets, and Life in Zero Gravity, Geology for Kids: a Junior Scientist's Guide to Rocks, Minerals, and the Earth Beneath Our Feet*

Accommodations and Modifications:
Students with Disabilities, English Language Learners,

Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Incorporate UDL Guidelines - Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback - Restate directions

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

Incorporate UDL Guidelines - Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups- Revoice student ideas- Talk before writing- Use word bank- Rephrase ideas

Students at Risk of Failure

Incorporate UDL Guidelines - Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Desired Results

Unit 4 Title: Traditions and Writing a Narrative

Unit Summary: Students will explore cultural traditions and perspectives across generations. They will identify chronological and compare and contrast structures in a text. They will identify structural elements of a play and analyze the changes in character, setting, and plot from one another. They will identify the narrators' point of view in a story and compare first- and third-person points of view. Students will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Students will use the steps for writing to inform, which includes the research path of finding text evidence and organizing evidence including facts, definitions, details, quotations, examples, and other information, to tell about (inform) or explain about a topic or idea.

Learning Standards

NJSLS ELA Grade 4 - 2023

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

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.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

- Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- Write affixed words that involve a sound or spelling change in the base word.
- Spell grade-appropriate words correctly, consulting references as needed.
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.WF.4.3.B Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.

L.WF.4.3.D Form irregular verbs; form and use progressive tenses.

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.

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

W.NW.4.3.A Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.NW.4.3.B Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.NW.4.3.C Use a variety of transitional words and phrases to manage the sequence of events.

W.NW.4.3.D Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.

W.NW.4.3.E Provide a conclusion that follows from the narrated experiences or events.

W.WP.4.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.W.WP.4.4.A Identify audience, purpose, and intended length of composition before writing.

- W.WP.4.4.B Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

- W.WP.4.4.C Consider writing as a process, including self-evaluation, revision and editing.
- W.WP.4.4.D With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- W.WP.4.4.E After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style

W.WR.4.5 Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.

W.SE.4.6 Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

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

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.

SL.PE.4.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.PE.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.

SL.PE.4.1.C Prose 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.PE.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.II.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats(e.g., visually, quantitatively, and orally).

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

SL.PI.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace

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

SL.AS.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS - 9.1 -5.5…)*:

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Computer Science & Design Thinking ***(****CS & DT 8.1.5…****)*:

8.2.5.ED.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints).

8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.

Interdisciplinary Connections (*SS/Sci -6.1.5…, Sci* **)**:

Interdisciplinary connections may include but are not limited to:

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

6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.

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

6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.

6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

1.2.5.Pr6b: Identify and compare experiences and benefits of presenting media artworks.

1.2.5.Re7a: Identify, describe, explain and differentiate how messages and meaning are created by components in media artworks.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
How do people tell stories through the arts? How and why do people change traditions? What happens when people in a family have different perspectives? What is narrative writing? What are examples of narrative writing?	Many people and cultures tell stories through the arts. Family and cultural traditions may change and evolve over time. People in a family may have different perspectives and thoughts on the same situation. Narrative writing tells a real or imagined story. The writer uses dialogue, description, and other techniques to create and develop characters and events. The event sequence, or plot, focuses on a problem or situation and how it is eventually solved. Examples of narrative writing are realistic fiction, historical fiction, folktales, tall tales, fantasies, myths, legends, fables, plays, and poems.

Vocabulary: (*Contextual*) culture, perspective, traditions, generations, lyrics, moral, preservation, society, celebrate, embarrassing, participate, reunion, applications, aware, heritage, hire, motto, transform, antics, impressive, suspicious
(*Academic*) text structure, sequence, chronological text structure, compare-contrast text structure, play, act scene, cast of characters, setting, dialogue, stage direction, plot, narrator, first-person point of view, third-person point of view, perspective, anecdote, experience, feedback, related, transition

Students will be able to:

- Identify and describe a chronological structure in a text
- Identify and describe a compare-contrast text structure
- Understand different ways people in different cultures tell stories through the arts
- Complete a chart with signal words to analyze a text's chronological structure
- Discuss with a partner details from a text that reveal text structure
- Write about an art form that could be used to tell a story
- Learn the purpose and features of narrative writing
- Analyze a mentor text
- Understand and identify task, purpose, and audience
- Identify a system for gathering and organizing evidence from a source text
- Build knowledge through a source text
- Interact and collaborate to share information
- Gather information about a historical setting
- Analyze text details to determine how they could be used in a historical fiction narrative
- Locate and mark details to use when writing
- Understand the use for and create a story map for a historical fiction narrative
- Draft an introduction to a narrative with a strong opening

- Use dialogue and description to develop a plot
- Draft an ending of a historical fiction narrative that is both satisfying and logical
- Develop and strengthen writing by revising with peer support
- Revise drafts for clarity, including the use of transitional words and phrases
- Use commas and quotation marks to mark direct speech
- Develop and strengthen writing by editing
- Use technology to publish and produce

Learning Activities: *Diversity & Inclusion [DEI]*

- Scaffold reading (Notice and Wonder, Read, Discuss)
- Practice the Focus Standard (Reread/Think, Talk, Write)
- Buddy & Independent Reading
- Write to respond to prompts
- Word study to build knowledge with vocabulary
- Tools to scaffold comprehension - small group differentiated activities
- Grammar and spelling activities
- *Stress tolerance and acceptance for gender, religion, races, and cultures when discussing traditions and story-telling through the arts.*
- *Recognize diversity in gender, races, religions, and cultures of artists and storytellers, and their contributions to the arts, story-telling, and traditions.*

Assessment Evidence

Formative Assessments: daily writing activities, lesson independent practice, lesson focus question written response, student learning scales, weekly vocabulary practice activity

Summative Assessments: Lesson Quizzes, Weekly Spelling Assessment, Connect - It Activities, Unit Assessment, Completed Narrative Writing Piece

Common Benchmark Assessments: Unit 4 Assessment

Alternative Assessments:

Extended written response to the Talk activity

Write and perform a play about tradition

Two-Minute Talk or presentation on a student's own tradition

Research a tradition and present to class.

Core Instructional & Supplemental Materials

Magnetic Reading Gr. 4 Textbook

Ready Writing Gr. 4 Textbook

iReady My Path
iReady Teacher Toolbox
Supplemental Reading - *Drum Dream Girl: How One Girl's Courage Changed Music*, *Planting Stories: The Life of Librarian and Storyteller Pura Belpre*, *The is How We Do It: One Day in the Lives of Seven Kids from Around the World*, *Indian Shoes*, *Other Words for Home*, *A Different Pond*, *Inside Out & Back Again*

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Incorporate UDL Guidelines - Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback - Use think time - Talk before writing

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

Incorporate UDL Guidelines - Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups - Use think time - Talk before writing - Read aloud question and answer choices

Students at Risk of Failure

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice - Incorporate UDL Guidelines

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 5

Desired Results

Unit 5 Title: Sports and Writing to Inform

Unit Summary: Students will explore how sports change, inspire people, and make people feel. They will identify the author's point about a topic and explain how reasons and evidence help readers understand an author's point. They will gather key ideas, facts, and details from informational texts to answer questions and integrate information from two texts on the same topic. They describe the structural elements of a poem, including rhyme, repetition, and rhythm. Students will use the steps for writing to inform, which includes the research path of finding text evidence and organizing evidence including facts, definitions, details, quotations, examples, and other information, to tell about (inform) or explain about a topic or idea.

Learning Standards

NJSLS: ELA Grade 4 - 2023

L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

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

L.WF.4.3 Demonstrate command and conventions of writing, including those listed under grade three 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.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
B. Write affixed words that involve a sound or spelling change in the base word.
C. Spell grade-appropriate words correctly, consulting references as needed.
D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.WF.4.3.F Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
L.WF.4.3.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.
L.VI.4.3.A Explain the meaning of simple similes and metaphors (e.g., pretty as a picture) in context.
L.VI.4.3.C Recognize and explain the meaning of common idioms, adages, and proverbs.
RL.CR.4.1 Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
RL.CI.4.2 Summarize a literary text and interpret the author's theme citing key details from the text
RL.IT.4.3 Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence
RL.TS.4.4 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.CT.4.8 Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts

from authors of different cultures.
RI.CR.4.1 Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
RI.CI.4.2 Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
RI.IT.4.3 Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.AA.4.7 Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
W.IW.4.2.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.
W.IW.4.2.B Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
W.IW.4.2.C Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
W.IW.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.IW.4.2.E 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.WP.4.4.A Identify audience, purpose, and intended length of composition before writing.
W.WP.4.4.B Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
W.WP.4.4.C Consider writing as a process, including self-evaluation, revision and editing.
W.WP.4.4.D With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
W.WP.4.4.E After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style
W.WR.4.5 Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
W.SE.4.6 Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
W.RW.4.7 Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
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.
SL.PE.4.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.PE.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
SL.PE.4.1.C Prose 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.PE.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.II.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats(e.g., visually, quantitatively, and orally).
SL.ES.4.3 Identify the reasons and evidence a speaker provides to support particular points.
SL.PI.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
SL.UM.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.AS.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS - 9.1 -5.5…)*:

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

9.4.5.IML.5: Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).

9.4.5.IML.4: Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Computer Science & Design Thinking (*CS & DT 8.1.5…***):**

8.2.5.EC.1: Analyze how technology has contributed to or reduced inequities in local and global communities and determine its short- and long-term effects.

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

Interdisciplinary Connections (*SS/Sci -6.1.5…, Sci* **):**

Interdisciplinary connections may include but are not limited to:

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

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

6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Learning Targets

Unit Essential Questions:

When should a sport change?

How can sports bring out the best in people?

How do sports make us feel?

What makes a sport a sport?

What is informational writing?

What are examples of informational writing?

Unit Enduring Understandings:

Sports can change over time in order to keep the games fun, interesting, and fair for the participants and spectators.

Sports can make people feel many different emotions including accomplishment, pride, nervousness, and excitement.

Sports can bring out the best in people by inspiring them to do their best, work cooperatively, and help others.

Informational writing gives readers information about a specific topic or idea.

The writer uses facts, definitions, details, quotations, examples, and other information to tell about (inform) or explain the topic or idea.

Examples of informational writing include: Newspaper and magazine articles, compare-contrast and problem-solution essays, biographies, blog posts, online reports, and textbooks

Vocabulary: Vocabulary: (Contextual) champion, determination, goal, attracting, equality, estimated, opponent, uncommon, benefit, committed, compete, confidence, glide, grasp, hustle, pivot, stance, strike, considered, calculates
(Academic) point, support, reason, evidence, fact, quote, example, topic, fact, detail, integrate, poem, structure, line, stanza, rhyme, repetition, rhythm, point, reason, evidence, integrate, topic, advance, immediate, incorporate, mention, realistic, technique

Students will be able to:

Identify an author's point of about a topic

Explain how reasons and evidence help readers understand an author's point

Understand how sports have changed over time to increase competitiveness and inclusivity

Locate reasons and evidence that support the author's point
Use academic terms, such as "reasons" and "evidence", in partner discussion
Offer and justify opinions about the most important change in sports
Learn the purpose of informational writing
Learn the features of informational writing
Build knowledge through a source text
Analyze a mentor text
Understand and identify task, purpose, and audience
Identify a system for gathering and organizing evidence from text sources
Interact and collaborate to share information
Explain how details support an idea
Mark details in a text that support an idea
Read and understand two source texts
Identify the parts of a blog post
Draft an introduction to a blog post
Paraphrase information from a source text.
Draft the body and conclusion of an informational blog post
Evaluate a blog post for organization and elaboration
Revise by adding variety to sentences
Revise by combining sentences and using introductory phrases and dependent clauses
Use relative pronouns and adverbs
Edit for conventions
Use technology to publish and produce
Interact and collaborate with others to review writing

Learning Activities & Differentiation:

- Scaffold reading (Notice and Wonder, Read, Discuss)
- Practice the Focus Standard (Reread/Think, Talk, Write)
- Buddy & Independent Reading
- Write to respond to prompts
- Word study to build knowledge with vocabulary
- Tools to scaffold comprehension - small group differentiated activities
- Grammar and spelling activities
- *Stress tolerance and acceptance for gender, races, religions, and cultures when discussing the development of and changes to sports.*
- *Recognise diversity in gender, races, religion, and cultures that participate in sports.*

(Holocaust & Genocides, Amistad, Asian American & Pacific Islanders, Diversity & Inclusion [DEI], Climate Change)

Assessment Evidence
Formative Assessments: daily writing activities, lesson independent practice, lesson focus question written response, student learning scales, weekly vocabulary practice activity
Summative Assessments: Lesson Quizzes, Weekly Spelling Assessment, Connect - It Activities, Unit Assessment, Completed informational writing piece
Common Benchmark Assessments: Unit 5 Assessment
Alternative Assessments: Extended written response to prompt, Research and debate whether robotics or e-sports are sports, Multimedia presentation on an athlete or sport, Poem or play about an exciting sports moment

Core Instructional & Supplemental Materials
Magnetic Reading Gr. 4 Textbook
Ready Writing Gr. 4 Textbook
iReady My Path
iReady Teacher Toolbox
Supplemental Reading - *Zayd Saleem, Chasing the Dream, My Encyclopedia of Very Important Sports, Promises to Keep: How Jackie Robinson Changed America, The Banana- Leaf Ball: How Play Can Change the World, She Persisted in Sports: American Olympians Who Changed the Game, A Sporting Chance: How Ludwig Guttman Created the Paralympic Games, Lupe Won't Dance*

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Small group/One to one - Incorporate UDL Guidelines - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback - Build background knowledge - Talk before writing - Break tasks into manageable steps

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

Pre-teaching of vocabulary and concepts - Personal Glossary - Incorporate UDL Guidelines - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups - Role play - Sketch - Use shared writing - Build background knowledge - Use word bank

Students at Risk of Failure

Home/School Connection - Incorporate UDL Guidelines - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Desired Results

Unit 6 Title: Unit 6: Humans and Energy and Writing an Opinion

Unit Summary: Students will explore the relationship between humans and energy in literature, history, and today. Students will compare and contrast themes, topics, and patterns of events in myths from different cultures. They will understand information in timelines, graphs, diagrams, and charts. Students will identify and describe a problem-solution and cause-effect structures in texts. Students will use the steps for writing to share an opinion, which includes the research path of finding text evidence through source texts, and organizing evidence to support their opinion of a topic.

Learning Standards

NJSLS: ELA Grade 4 - 2023

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

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.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

- Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- Write affixed words that involve a sound or spelling change in the base word.
- Spell grade-appropriate words correctly, consulting references as needed.
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.WF.4.3.C USe independent clauses and coordinating conjunctions.

L.VL.4.2.B Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph)

RL.CR.4.1 Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text

RL.CI.4.2 Summarize a literary text and interpret the author's theme citing key details from the text

RL.IT.4.3 Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

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

RI.CT.4.8 Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

W.AW.4.1.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.

W.AW.4.1.B Provide reasons that are supported by facts from texts and/or other sources.

W.AW.4.1.C Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition)

W.AW.4.1.D Provide a conclusion related to the opinion presented.

W.WP.4.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.WP.4.4.A Identify audience, purpose, and intended length of composition before writing.

W.WP.4.4.B Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

W.WP.4.4.C Consider writing as a process, including self-evaluation, revision and editing.

W.WP.4.4.D With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

W.WP.4.4.E After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style
W.WR.4.5 Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
W.SE.4.6 Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
W.RW.4.7 Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
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.
SL.PE.4.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.PE.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
SL.PE.4.1.C Prose 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.PE.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.II.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats(e.g., visually, quantitatively, and orally).
SL.ES.4.3 Identify the reasons and evidence a speaker provides to support particular points.
SL.PI.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.UM.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.AS.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS - 9.1 -5.5…)*:
9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.
9.1.5.FP.3: Analyze how spending choices and decision-making can result in positive or negative consequences.
9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Computer Science & Design Thinking (*CS & DT 8.1.5…***):**
8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.
8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.
8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
8.2.5.ETW.4: Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.
8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
8.2.5.ED.5: Describe how specifications and limitations impact the engineering design process.
8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
8.2.5.ED.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints).
8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.
8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.
8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.

Interdisciplinary Connections (*SS/Sci -6.1.5…, Sci* **):**
Interdisciplinary connections may include but are not limited to:
6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
What do myths tell us about the importance of fire? Why have people used energy from different sources? Why and how do people use solar power? What is opinion writing? What are examples of opinion writing?	Many cultures used myths to explain scientific phenomena. Fire is important to people throughout cultures. People use energy from different sources including renewable and nonrenewable resources. Solar power is an important source of renewable energy. In opinion writing, a writer states an opinion that reflects their point of view about a topic. The writer supports their opinion by giving strong reasons and then using evidence, such as facts and details, to explain each reason. Examples of opinion writing include newspaper or magazine articles, book and movie reviews, and advertisements. Essays, speeches, and letters can also be opinion writing if the writer uses the form to express his or her opinion about a topic.

Vocabulary: (*Contextual*) energy, generate, renewable, disguise, fiery, fuel, furious, outdone, wriggled, nonrenewable, organic, pollution, pressure, waste, array, forum, global, national, incorporate, labor, roots
(*Academic*) topic, theme, event, visuals, timeline, bar graph, diagram, chart, text structure, problem-solution structure, cause, effect, debate, effective, evaluate, reasoning, reliable

Students will be able to:

- Understand information in timelines, graphs, diagrams, and charts
- Explain how visuals support understanding of a text
- Understand that energy comes from renewable and non renewable resources
- Compare and contrast information from text and visuals, using a graphic organizer
- Use complete sentences to tell a partner how timelines, diagrams, and charts support understanding
- Explain in writing why people have used energy from different resources
- Learn the purpose of opinion writing
- Learn the features of opinion writing
- Build knowledge through a source text
- Analyze a mentor text
- Understand and identify task, purpose, and audience
- Identify a system for gathering and organizing evidence from source texts
- Locate and mark the pros and cons in a text
- Read and understand two source texts
- Identify and categorize facts and details that support a reason
- Record evidence in a graphic organizer
- Draft an introduction
- Support reasons with strong evidence to develop the body of an editorial
- Evaluate an editorial for organization and elaboration
- Revise drafts for clarity, including the addition of linking words and phrases
- Edit by using the proper se of a comma before a coordinating conjunction

- Use technology to publish and produce

Learning Activities & Differentiation: *Diversity & Inclusion [DEI], Climate Change)*

- Scaffold reading (Notice and Wonder, Read, Discuss)
- Practice the Focus Standard (Reread/Think, Talk, Write)
- Buddy & Independent Reading
- Write to respond to prompts
- Word study to build knowledge with vocabulary
- Tools to scaffold comprehension - small group differentiated activities
- Grammar and spelling activities
- *Stress tolerance and acceptance for gender, races, religions, and cultures when discussing myths.*
- *Recognize diversity in gender, races, religions, and cultures of scientists and their contributions to development of different energy sources.*
- *Highlight the use of renewable resources and clean energy.*

Assessment Evidence

Formative Assessments: daily writing activities, lesson independent practice, lesson focus question written response, student learning scales, weekly vocabulary practice activity

Summative Assessments: Connect - It Activities, Unit Assessment, Lesson Quizzes, Weekly Spelling Assessment, Completed Opinion Writing piece

Common Benchmark Assessments: Unit 6 Assessment, iReady diagnostic

Alternative Assessments: Extended written response to prompt, Journal entry on problem in the community and possible solutions, Multimedia presentation about inventors helping their communities and/or renewable energies

Core Instructional & Supplemental Materials

Magnetic Reading Gr. 4 Textbook

Ready Writing Gr. 4 Textbook

iReady My Path

iReady Teacher Toolbox

Supplemental Reading - *Myths and Legends of the World*, *What a Waste: Trash, Recycling, and Protecting Our Planet*, *The Boy Who Harnessed the Wind: Picture Book Edition*, *A Whale of the Wild*, *The First Fire: A CHerokee Story*, *Planet Power: Explore the World's Renewable Energy*, *Planet power: Explore the World's Renewable Energy*, *Old Enough to Save the Planet*, *Solar Story: How One Community Lives Alongside the World's Biggest Solar Plant*

Accommodations and Modifications: Students with Disabilities, English Language Learners,

Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Small group/One to one - Incorporate UDL Guidelines - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback - Build background knowledge - Talk before writing - Break tasks into manageable steps - Use think time

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups - Read aloud questions and answer choices - Use sentence frames - Incorporate UDL Guidelines

Students at Risk of Failure

Home/School Connection - Alternative Assessments - Learning Contracts - Incorporate UDL Guidelines - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning