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Created By: English Language Arts Curriculum Team

English Language Arts: Curriculum 4th Grade

Content Area: English Language Arts

<p><u>Unit I:</u> Introduction to Reading Literature & Reading Informational Texts! There’s a Boy in the Girl’s Bathroom, by: Louis Sachar Geology: The Changing Earth</p>	<p>September 07, 2025 - November 16, 2025</p> <p style="text-align: center;">45 days</p>
<p><u>Unit II:</u> Investigating Informational Texts! Empires in the Middle Ages Eureka!</p>	<p>November 17, 2025 - January 31, 2026</p> <p style="text-align: center;">45 days</p>
<p><u>Unit III:</u> Closely Reading Literary Texts! Glory Be, by: Augusta Scattergood American Reformers</p>	<p>February 01, 2026 - April 18, 2026</p> <p style="text-align: center;">45 days</p>
<p><u>Unit IV:</u> Exploring More Literature and Informational Texts! Becoming Naomi Leon, by: Pam Munoz Ryan Using Natural Resources for Energy</p>	<p>April 19, 2026 - June 22, 2026</p> <p style="text-align: center;">45 days</p>

Alignment with State Mandates

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

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Contributions, history, and heritage of Asian Americans and Pacific Islanders ([P.L.2021, c.416](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Prepare students to understand how and why climate change happens, the impact it has on our local and global communities, and to act in informed and sustainable ways. [Click here](#) for specific examples (by subject).

TEXTS

There's a Boy in the Girl's Bathroom, by: Louis Sachar

Geology: The Changing Earth

Empires in the Middle Ages

Eureka!

Glory Be, by: Augusta Scattergood

American Reformers

Becoming Naomi Leon, by: Pam Munoz Ryan

Using Natural Resources for Energy

I Survived: The Shark Attacks of 1916

Introduction / Philosophy

The implementation of a highly successful district-wide English Language Arts program is dependent upon support of the faculty, parents, and school administrators - adults who are active participants in reading and writing who help to foster a learning environment that is supportive of literacy development.

The intent of all curriculum and instructional efforts in the English Language Arts program should be to develop *engaged*, *reflective*, and *strategic* learners who, through real-life situations, utilizing technology, and enjoying learning, can apply their knowledge of the English Language Arts across all content areas.

One major goal of the English Language Arts program is to develop effective writers and speakers. Students who are exposed to superior writing and who listen to informative oral presentations can achieve this goal. To be able to examine writing pieces from a critical stance and to view writing as a craft is a critical perspective for students to acquire. Through guided instruction in the classroom, the teacher facilitates students' abilities to understand and to know how to use written and oral language effectively in order to enhance the communication of their ideas.

Another major goal of our English Language Arts program is for students to learn to read, view, and listen effectively in order to construct meaning. Throughout the program, students are asked to respond not only to questions that ask what they have learned as a result of engaging with learning resources, but also to queries that promote reflection upon what they are thinking as they are interacting with these processes. Through guided instruction, students are asked to "think about their thinking" and construct meaning through various modalities.

The interrelatedness of English Language Arts instruction cannot be over emphasized; reading, writing, speaking, listening, and viewing naturally can reinforce one another. Therefore, successful acquisition of one Language Arts skill supports and enhances other skills. Rich literary experiences, including exposure to fiction and nonfiction, serve as a catalyst for developing listening, speaking, reading, viewing, and writing skills.

Standards / Learning Targets

Focus Standards - Major Standards

Language Domain

Phonics and Word Recognition

- 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.

Fluency

- 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.

Foundational Skills: Writing Language

Spelling

- 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.

Reading Domain

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

- RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
 - RL.CI.4.2. Summarize a literary text and interpret the author’s theme citing key details 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.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.
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Writing Domain

- W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
 - B. Provide reasons that are supported by facts from texts and/or other sources.
 - C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - D. Provide a conclusion related to the opinion presented.
 - W.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.
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Speaking & Listening Domain

- SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.
 - A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas

under discussion.

- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

Supporting & Additional Standards

Language Domain

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
 - A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
 - B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
 - C. Use independent clauses and coordinating conjunctions.
 - D. Form irregular verbs; form and use progressive tenses.
 - E. Form and use possessive nouns and pronouns.
 - F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
 - G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
 - H. Use apostrophes for possession.
- L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Choose words and phrases to convey ideas precisely.
 - C. Choose punctuation for effect.
 - D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and

phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
 - L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - B. Determine the meaning of words and phrases that allude to significant characters found in literature.
 - C. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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Reading Domain

- 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.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.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- 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.
- RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of 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.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. opportunity to integrate climate change education.

- 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.
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Writing Domain

- W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
 - B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
 - D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - E. Provide a conclusion related to the information or explanation presented.
- W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - C. Use a variety of transitional words and phrases to manage the sequence of events.
 - D. Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
 - E. Provide a conclusion that follows from the narrated experiences or events.
- W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
 - A. Identify audience, purpose, and intended length of composition before writing.
 - B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

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

Speaking & Listening Domain

- 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 Standards

Social Studies

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

Economics, Innovation, and Technology: Economic Ways of Thinking

- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

Science

- Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (3-ESS3-1)

Computer Science & Design Thinking

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

- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

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

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.8: Identify risks that individuals and households face.

9.4 Life Literacies & Key Skills

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

Social Emotional Learning Standards

Self-Awareness

- Recognize one's feelings and thoughts
- Recognize the impact of one's feelings and thoughts on one's own behavior
- Recognize one's personal traits, strengths, and limitations
- Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

- Understand and practice strategies for managing one's own emotions, thoughts and behaviors
- Recognize the skills needed to establish and achieve personal and educational goals
- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

- Recognize and identify the thoughts, feelings and perspectives of others
- Demonstrate an awareness of the differences among individuals
- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- Demonstrate an awareness of the expectations for social interactions in a variety of settings

Responsible Decision-Making

- Develop, implement and model effective problem solving and critical thinking skills
- Identify the consequences associated with one's actions in order to make constructive choices
- Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

- **Establish and maintain healthy relationships**
- Utilize positive communication and social skills to interact effectively with others
- Identify ways to resist inappropriate social pressure
- Demonstrate the ability to prevent resolve interpersonal conflicts in constructive ways
- Identify who, when , where, or how to seek help for oneself or others when needed

Evidence of Student Learning

Formative Assessments

Participation/Observations
Questioning
Running Records
Discussion Circles
Turn and Talks
Anecdotal Notes
Reading/Writing Checklist
Demonstration of Learning (Exit Slips)
Graphic Organizers/Thinking Maps

Alternate Assessments

Teacher-created project-based assessment
Alternate Running Records
Discussion Circles
Turn and Talks

<p>Response Logs Reading Response Presentations Peer/Self Assessment Visual Representations Individual Whiteboards Student/Teacher Conferencing Rubrics Isation Screening Strategy Group</p> <p><u>Benchmark Assessments</u> Reading Unit Assessments Beginning of the Year District Benchmark Assessment Middle of the Year District Benchmark Assessment End of the Year District Benchmark Assessment</p> <p><u>Summative Assessments</u> DRA-2 Isation Screening Final Writing Drafts</p>	
Knowledge and Skills	
Content	Skills
<p>Essential Questions</p> <p>Reading (Literature & Informational):</p> <ul style="list-style-type: none"> How does understanding a text's structure help me better 	<p>Objectives</p> <p>Reading (Literature & Informational):</p>

understand its meaning?

- How does text evidence help the reader describe the characters, setting or events?
- What elements do authors use when writing narratively and descriptively?
- How can I plan my fictional narrative?
- How can I bring the characters, setting, and plot to life?
- How can I write a fictional narrative?
- How can I improve my narrative?
- How do I recognize the main idea of a text?
- How do I find evidence to support the main idea?

Speaking and Listening:

- How does talking with peers help you grow ideas?
- What is my role in communication (as a listener, speaker, thinker)?
- How do sources of information affect the communication process?
- Why do I adapt my communication to different purposes and audiences?

Writing:

- How do writers select the genre of writing for a specific purpose and audience?
- How do essential components of the writing process guide writers in the communication of ideas?
- How does the selection of resources impact the quality and validity of the research process and product?
- How do regular, varied writing opportunities make you a stronger writer?

- Describe a character, setting, or event, drawing on specific details in the text.
- Compare and contrast the point of view from which stories are narrated, including the first and third person.
- Summarize the text.
- Use reasons and evidence in text to identify an author's purpose.
- Explain how an author uses reasons and evidence to support points in a text.
- Recognize and explain the meaning of idioms
- Identify cause-and-effect relationships in informational text.
- Interpret information presented visually
- Identify the main idea and supporting details of an informational text.
- Determine the meaning of domain-specific words and phrases.
- Identify the features of a descriptive paragraph.
- Use words and phrases to convey ideas precisely

Speaking and Listening:

- actively engage as part of a whole group, small group, and with partners in conversations about grade appropriate topics and texts.
- experience multiple opportunities to take part in a variety of structured conversations.
- share roles of participant, leader, and observer.
- develop active listening and group discussion skills.

	<ul style="list-style-type: none"> ● formulate arguments to explore ideas during discussion. <p>Writing:</p> <ul style="list-style-type: none"> ● Identify the characteristics of a good descriptive paragraph. ● Use exact words to describe. ● Strengthen writing by revising and editing. ● Identify the characteristics of dialogue. ● Consider audience and purpose when creating dialogue. ● Plan character's feelings and ideas for dialogue. ● Identify the characteristics of a good personal narrative. ● Use thoughts and feelings to express voice. ● Put events in order. ● Include important and interesting details to tell about events. ● Establish a sequence of events while planning a personal narrative. ● Finish drafting and begin to revise a personal narrative. ● Use technology to publish a personal narrative and opinion pieces. identify fact and opinion. ● Write an introduction and conclusion. ● Use linking words (because, therefore, since, for example) to connect their opinion to reasons. ● Construct an opinion piece that clearly states their point of view and provides reasons to support. ● write an opinion with supporting details/information.
Instructional Plan	
Suggested Activities/Routines	Resources

Reading:

- Literary projects
- Literature circles
- Multimedia projects
- Guided reading groups
- Classroom discussions
- Reading Response Journals
- Cooperative Learning Groups
- Teacher conferences
- Turn and Talks
- Pair Shares
- Independent reading

Writing:

- Journals/Writer’s Notebook
- Personal Narrative
- Opinion writing piece
- Routine writing
 - Reading response
 - Constructed prose response
 - Journaling

Reading:

Unit Lesson Guides
Exploring Story Structure and Point of View Anchor Lessons
The Reading Strategies Book, Jennifer Serravallo
Text Dependent Questions, Grades K-5 Douglas Frey and Nancy Fisher

www.epicbooks.com

www.readinga-z.com

www.connected.mcgraw-hill.com

Writing:

The Writing Strategies Book, Jennifer Serravallo

www.connected.mcgraw-hill.com

Suggested Options for Differentiation

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group

- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list

- Ask “why” and “what if” questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Teacher Notes:

Unit II: Investigating Informational Texts!

Duration: 45 Days

Standards / Learning Targets

Focus Standards - Major Standards

Language Domain

Phonics and Word Recognition

- 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.

Fluency

- L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
 - D. Read grade-level text with purpose and understanding.
 - E. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - F. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language

Spelling

- L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
 - E. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
 - F. Write affixed words that involve a sound or spelling change in the base word.
 - G. Spell grade-appropriate words correctly, consulting references as needed.
 - H. 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.

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
 - I. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
 - J. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
 - K. Use independent clauses and coordinating conjunctions.
 - L. Form irregular verbs; form and use progressive tenses.
 - M. Form and use possessive nouns and pronouns.
 - N. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
 - O. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
 - P. Use apostrophes for possession.
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discourse is appropriate (e.g., small-group discussion).

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 - D. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - E. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - F. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
 - L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - E. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - F. Determine the meaning of words and phrases that allude to significant characters found in literature.
 - G. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - H. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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Reading Domain

- RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.4.2. Summarize a literary text and interpret the author’s theme citing key details 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.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.
- 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.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.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
 - 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.
 - RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of 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.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. opportunity to integrate climate change education.
 - 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.
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Writing Domain

- W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - E. 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.
 - F. Provide reasons that are supported by facts from texts and/or other sources.
 - G. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - H. Provide a conclusion related to the opinion presented.
- W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - F. 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.
 - G. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - H. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).

- I. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - J. Provide a conclusion related to the information or explanation presented.
 - W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - F. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - G. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - H. Use a variety of transitional words and phrases to manage the sequence of events.
 - I. Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
 - J. 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.
 - F. Identify audience, purpose, and intended length of composition before writing.
 - G. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - H. Consider writing as a process, including self-evaluation, revision and editing.
 - I. 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.
 - J. 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.
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Speaking & Listening Domain

- 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.
 - E. Explicitly draw on previously read text or material and other information known about the topic to explore ideas

under discussion.

F. Follow agreed-upon rules for discussions and carry out assigned roles.

G. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

H. 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.

Supporting & Additional Standards

Language Domain

Reading Domain

Writing Domain

Speaking & Listening Domain

Interdisciplinary Standards

Social Studies

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

Economics, Innovation, and Technology: Economic Ways of Thinking

- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

Science

- Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (3-ESS3-1)

Computer Science & Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

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

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.8: Identify risks that individuals and households face.

9.4 Life Literacies & Key Skills

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

Evidence of Student Learning

Formative Assessments

Participation/Observations
Questioning
Running Records
Discussion Circles
Turn and Talks
Anecdotal Notes
Reading/Writing Checklist
Demonstration of Learning (Exit Slips)
Graphic Organizers/Thinking Maps
Response Logs
Reading Response
Presentations
Peer/Self Assessment
Visual Representations
Individual Whiteboards
Student/Teacher Conferencing
Rubrics
Isation Screening
Strategy Group

Benchmark Assessments

Alternate Assessments

Teacher-created project-based assessment
Alternate Running Records
Discussion Circles
Turn and Talks

<p>Reading Unit Assessments Beginning of the Year District Benchmark Assessment Middle of the Year District Benchmark Assessment End of the Year District Benchmark Assessment</p> <p><u>Summative Assessments</u> DRA-2 Isation Screening Final Writing Drafts</p>	
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i> Essential Questions</p> <p>Reading (Informational):</p> <ul style="list-style-type: none"> ● How does understanding a text’s structure help me better understand the meaning? ● How does my speed, accuracy, and expression help me understand what I have read? ● What do readers do when they do not understand everything in a text? <p>a topic?</p> <ul style="list-style-type: none"> ● How do visual text features help readers gain information they need? ● What information do I need to include? ● How do I organize my essay? ● What are the parts of an explanatory essay? 	<p><i>Students will be able to....</i> Objectives</p> <p>Reading (Informational):</p> <ul style="list-style-type: none"> ● Identify Nonfiction selections and their text structure ● Read factual material more slowly and carefully than fiction ● Determine the meaning of academic and domain-specific vocabulary ● Summarize the most important details from a nonfiction text ● Distinguish Main Idea and supporting details in Expository text ● Make inferences about texts, using text ideas, prior knowledge, and experience ● Identify Author’s Purpose

<ul style="list-style-type: none"> ● How can I improve my explanatory essay? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> ● How does talking with peers help you grow ideas. ● What is my role in communication (as a listener, speaker, thinker)? ● How do sources of information affect the communication process? ● Why do I adapt my communication to different purposes and audiences? <p>Writing:</p> <ul style="list-style-type: none"> ● How do writers select the genre of writing for a specific purpose and audience? ● How do essential components of the writing process guide writers in the communication of ideas? ● How does the selection of resources impact the quality and validity of the research process and product? ● How do regular, varied writing opportunities make you a stronger writer? 	<p>Speaking and Listening:</p> <ul style="list-style-type: none"> ● actively engage as part of a whole group, small group, and with partners in conversations about grade appropriate topics and texts. ● experience multiple opportunities to take part in a variety of structured conversations. ● share roles of participant, leader, and observer. ● develop active listening and group discussion skills. ● formulate arguments to explore ideas during discussion. <p>Writing:</p> <ul style="list-style-type: none"> ● create an informative text by grouping related information in paragraphs and using effective transition words. ● use precise language and domain specific vocabulary in their writing. ● organize ideas, facts, and details to develop comprehension. ● utilize facts, details, quotations, and other information to develop their topic. ● construct a conclusion that is related to the information.
Instructional Plan	
Suggested Activities/Routines	Resources
<p>Reading:</p> <ul style="list-style-type: none"> ● Literary projects ● Literature circles ● Multimedia projects 	<p>Reading:</p> <p>Unit Lesson Guides Exploring Story Structure and Point of View Anchor Lessons The Reading Strategies Book, Jennifer Serravallo</p>

- Guided reading groups
- Classroom discussions
- Reading Response Journals
- Cooperative Learning Groups
- Teacher conferences
- Turn and Talks
- Pair Shares
- Independent reading

Writing:

- Journals/Writer’s Notebook
- Explanatory writing
- Research writing
- Routine writing
 - Reading response
 - Constructed prose response
 - Journaling

Text Dependent Questions, Grades K-5 Douglas Frey and Nancy Fisher

www.epicbooks.com

www.readinga-z.com

www.connected.mcgraw-hill.com

Writing:

The Writing Strategies Book, Jennifer Serravallo

www.connected.mcgraw-hill.com

Suggested Options for Differentiation

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)

- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications

- Scribe for students who can't write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring

- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Teacher Notes:

Unit III: Closely Reading Literary Texts!

Duration: 45 Days

Standards / Learning Targets

Focus Standards - Major Standards

Language Domain

Phonics and Word Recognition

- 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.

Fluency

- L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
 - G. Read grade-level text with purpose and understanding.
 - H. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - I. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language

Spelling

- L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
 - I. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
 - J. Write affixed words that involve a sound or spelling change in the base word.
 - K. Spell grade-appropriate words correctly, consulting references as needed.
 - L. 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.

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
 - Q. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
 - R. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
 - S. Use independent clauses and coordinating conjunctions.
 - T. Form irregular verbs; form and use progressive tenses.
 - U. Form and use possessive nouns and pronouns.
 - V. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
 - W. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
 - X. Use apostrophes for possession.
- L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - I. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - J. Choose words and phrases to convey ideas precisely.
 - K. Choose punctuation for effect.
 - L. 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.
 - G. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - H. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - I. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

- L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - I. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - J. Determine the meaning of words and phrases that allude to significant characters found in literature.
 - K. Recognize and explain the meaning of common idioms, adages, and proverbs.
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- 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.
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- RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
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animations) support central ideas.

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 - I. 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.
 - J. Provide reasons that are supported by facts from texts and/or other sources.
 - K. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
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- W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - K. 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.
 - L. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
 - M. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
 - N. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - O. Provide a conclusion related to the information or explanation presented.
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 - K. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - L. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - M. Use a variety of transitional words and phrases to manage the sequence of events.

- N. Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
 - O. 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.
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- 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.
 - I. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - J. Follow agreed-upon rules for discussions and carry out assigned roles.
 - K. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - L. 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).
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Writing Domain

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Reading Response
Presentations
Peer/Self Assessment
Visual Representations
Individual Whiteboards
Student/Teacher Conferencing
Rubrics
Isation Screening
Strategy Group

Benchmark Assessments

Reading Unit Assessments
Beginning of the Year District Benchmark Assessment
Middle of the Year District Benchmark Assessment
End of the Year District Benchmark Assessment

Summative Assessments

DRA-2
Isation Screening

Alternate Assessments

Teacher-created project-based assessment
Alternate Running Records
Discussion Circles
Turn and Talks

Final Writing Drafts	
Knowledge and Skills	
Content	Skills
<p>Essential Questions</p> <p>Reading (Literature):</p> <ul style="list-style-type: none"> ● How do characters affect the plot of a story? ● How might people change after facing a challenge? ● How do readers walk in other character’s shoes? ● How do readers build theories about characters? ● How do readers grow and learn lessons alongside the characters in the books they read? <p>Speaking and Listening:</p> <ul style="list-style-type: none"> ● How does talking with peers help you grow ideas. ● What is my role in communication (as a listener, speaker, thinker)? ● How do sources of information affect the communication process? ● Why do I adapt my communication to different purposes and audiences? <p>Writing:</p> <ul style="list-style-type: none"> ● How does the structure of a narrative text differs from other forms of writing? ● Why are of events presented important? ● How are dialogue and actions used to develop a 	<p>Objectives</p> <p>Reading (Literature & Informational):</p> <ul style="list-style-type: none"> ● Compare and contrast characters, using a Venn Diagram ● Point out details that indicate a historical setting. ● Identify and explain personification. ● Explain the meaning of metaphors. ● Recognize the sequential structure of a narrative nonfiction text. ● Recognize the main ideas and supporting details in a text. ● Recognize domain-specific words in a text. ● Describe the main elements of the structure of a story, drawing on details. ● Determine the theme of a story. ● Compare similar themes and topics. ● Determine the meanings of phrases that allude to myths and other stories. ● Recognize a problem-solving structure in a section of text. ● Recognize and explain the meaning of idioms. ● Identify main ideas and supporting details in a biography.

character?

- Why is closure an important component to narrative writing?

- Notice the text structure, or the way an author organizes ideas.
- Recognize onomatopoeia and its purpose in a text.

Speaking and Listening:

- actively engage as part of a whole group, small group, and with partners in conversations about grade appropriate topics and texts.
- experience multiple opportunities to take part in a variety of structured conversations.
- share roles of participant, leader, and observer.
- develop active listening and group discussion skills.
- formulate arguments to explore ideas during discussion.

Writing:

- introduce characters and/or narrator and engage them in actions and conversation through the use of dialogue.
- show characters' responses to situations through description of actions and dialogue.
- organize events in a natural sequence.
- use temporal (time order) words and phrases to signal event order (first, next, then, later).
- create a satisfying conclusion that pulls events in the story together.
- write realistic and imaginary stories.
- construct a narrative with real or make believe events.
- support the narrative with dialogue and sequential events that show the characters' reaction to a situation.

	<ul style="list-style-type: none"> ● formulate experiences and precise events with concrete words and sensory details.
Instructional Plan	
Suggested Activities/Routines	Resources
<p><u>Reading:</u></p> <ul style="list-style-type: none"> ● Literary projects ● Literature circles ● Multimedia projects ● Guided reading groups ● Classroom discussions ● Reading Response Journals ● Cooperative Learning Groups ● Teacher conferences ● Turn and Talks ● Pair Shares ● Independent reading <p><u>Writing:</u></p> <ul style="list-style-type: none"> ● Journals/Writer’s Notebook ● Literary Essay ● Routine writing <ul style="list-style-type: none"> ○ Reading response ○ Constructed prose response ○ Journaling 	<p><u>Reading:</u></p> <p>Unit Lesson Guides Exploring Story Structure and Point of View Anchor Lessons The Reading Strategies Book, Jennifer Serravallo Text Dependent Questions, Grades K-5 Douglas Frey and Nancy Fisher</p> <p>www.epicbooks.com www.readinga-z.com www.connected.mcgraw-hill.com</p> <p><u>Writing:</u></p> <p>The Writing Strategies Book, Jennifer Serravallo www.connected.mcgraw-hill.com</p>
Suggested Options for Differentiation	
English Language Learners	

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs

- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system
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504 Plans

- Preferential seating
- Use visuals
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- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
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- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask “why” and “what if” questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations

- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Teacher Notes:

Unit IV: Exploring More Literature and Informational Texts!

Duration: 45 Days

Standards / Learning Targets

Focus Standards - Major Standards

Language Domain

Phonics and Word Recognition

- 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.

Fluency

- L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
 - J. Read grade-level text with purpose and understanding.
 - K. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - L. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language

Spelling

- L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
 - M. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
 - N. Write affixed words that involve a sound or spelling change in the base word.
 - O. Spell grade-appropriate words correctly, consulting references as needed.
 - P. 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.

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:
 - Y. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
 - Z. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
 - AA. Use independent clauses and coordinating conjunctions.
 - BB. Form irregular verbs; form and use progressive tenses.
 - CC. Form and use possessive nouns and pronouns.
 - DD. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
 - EE. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
 - FF. Use apostrophes for possession.
- L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- M. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - N. Choose words and phrases to convey ideas precisely.
 - O. Choose punctuation for effect.
 - P. 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.
 - J. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - K. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - L. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
 - L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 - M. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - N. Determine the meaning of words and phrases that allude to significant characters found in literature.
 - O. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - P. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
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Reading Domain

- RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
- RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
- RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details 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.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.

- 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.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.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- 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.
- RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of 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.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. opportunity to integrate climate change education.
- RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

Writing Domain

- W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - M. 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.
 - N. Provide reasons that are supported by facts from texts and/or other sources.
 - O. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
 - P. Provide a conclusion related to the opinion presented.
- W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - P. 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.

- Q. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- R. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
- S. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- T. Provide a conclusion related to the information or explanation presented.
- W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.
 - P. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Q. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - R. Use a variety of transitional words and phrases to manage the sequence of events.
 - S. Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.
 - T. 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.
 - P. Identify audience, purpose, and intended length of composition before writing.
 - Q. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - R. Consider writing as a process, including self-evaluation, revision and editing.
 - S. 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.
 - T. 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.

Speaking & Listening Domain

- 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.
 - M. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - N. Follow agreed-upon rules for discussions and carry out assigned roles.
 - O. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - P. 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.

Supporting & Additional Standards

Language Domain

Reading Domain

Writing Domain

Speaking & Listening Domain

Interdisciplinary Standards

Social Studies

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

Economics, Innovation, and Technology: Economic Ways of Thinking

- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

Science

- Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (3-ESS3-1)

Computer Science & Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.
- 8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

Career Readiness, Life Literacies, & Key Skills

9.1 Personal Financial Literacy

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

9.2 Career Awareness, Exploration, Preparation, and Training

- 9.2.5.CAP.2: Identify how you might like to earn an income.
- 9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
- 9.2.5.CAP.8: Identify risks that individuals and households face.

9.4 Life Literacies & Key Skills

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global

Evidence of Student Learning

Formative Assessments

Participation/Observations
Questioning
Running Records
Discussion Circles
Turn and Talks
Anecdotal Notes
Reading/Writing Checklist
Demonstration of Learning (Exit Slips)
Graphic Organizers/Thinking Maps
Response Logs
Reading Response
Presentations
Peer/Self Assessment
Visual Representations
Individual Whiteboards
Student/Teacher Conferencing
Rubrics

Alternate Assessments

Teacher-created project-based assessment
Alternate Running Records
Discussion Circles
Turn and Talks

<p>Isation Screening Strategy Group</p> <p><u>Benchmark Assessments</u> Reading Unit Assessments Beginning of the Year District Benchmark Assessment Middle of the Year District Benchmark Assessment End of the Year District Benchmark Assessment</p> <p><u>Summative Assessments</u> DRA-2 Isation Screening Final Writing Drafts</p>	
Knowledge and Skills	
Content	Skills
<p>Essential Questions</p> <p>Reading (Literature & Informational):</p> <ul style="list-style-type: none"> ● How do readers construct meaning from text? ● What are the parts of a story? ● What clues in the story tell you about the characters? ● How does my speed, accuracy and expression help me understand what I read? ● How do I recognize the main idea of a text? ● How do I find evidence to support the main idea. <p>Speaking and Listening:</p>	<p>Objectives</p> <p>Reading (Literature & Informational):</p> <ul style="list-style-type: none"> ● Identify elements of the story's structure. ● Describe how characters' actions contribute to a story's sequence of events. ● Explain how aspects of a text's illustrations help create mood. ● Use explicit text details to draw conclusions. ● Explain how an author's choice of words affects the text. ● Describe characters and explain how their actions contribute to the sequence of events.

- How does talking with peers help you grow ideas.
- What is my role in communication (as a listener, speaker, thinker)?
- How do sources of information affect the communication process?
- Why do I adapt my communication to different purposes and audiences?

Writing:

- How do writers select the genre of writing for a specific purpose and audience?
- How do essential components of the writing process guide writers in the communication of ideas?
- How does the selection of resources impact the quality and validity of the research process and product?
- How do regular, varied writing opportunities make you a stronger writer?

- Determine the message of a story and explain how the details convey the message.
- Compare and contrast the main characters in a story.
- Describe cause-and-effect relationships in text.
- Determine the main idea and supporting details of a text.
- Identify the point of view from which the story is being told.
- Use signal words to identify cause-and-effect connections.
- Use context to determine whether the literal or nonliteral meaning of a word or phrase is appropriate.

Speaking and Listening:

- actively engage as part of a whole group, small group, and with partners in conversations about grade appropriate topics and texts.
- experience multiple opportunities to take part in a variety of structured conversations.
- share roles of participant, leader, and observer.
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- organize events in a natural sequence.
- use temporal (time order) words and phrases to signal event order (first, next, then, later).

	<ul style="list-style-type: none"> ● create a satisfying conclusion that pulls events in the story together. ● write realistic and imaginary stories. ● use linking words (also, another, and, more, but) to connect ideas within categories. ● decide if illustrations would aid comprehension. ● develop a way to present their ideas using facts, definitions and details.
Instructional Plan	
Suggested Activities/Routines	Resources
<p><u>Reading:</u></p> <ul style="list-style-type: none"> ● Literary projects ● Literature circles ● Multimedia projects ● Guided reading groups ● Classroom discussions ● Reading Response Journals ● Cooperative Learning Groups ● Teacher conferences ● Turn and Talks ● Pair Shares ● Independent reading <p><u>Writing:</u></p> <ul style="list-style-type: none"> ● Journals/Writer’s Notebook ● Explanatory writing ● Research writing ● Narrative writing 	<p><u>Reading:</u></p> <p>Unit Lesson Guides Exploring Story Structure and Point of View Anchor Lessons The Reading Strategies Book, Jennifer Serravallo Text Dependent Questions, Grades K-5 Douglas Frey and Nancy Fisher</p> <p>www.epicbooks.com www.readinga-z.com www.connected.mcgraw-hill.com</p> <p><u>Writing:</u></p> <p>The Writing Strategies Book, Jennifer Serravallo www.connected.mcgraw-hill.com</p>

- Routine writing
 - Reading response
 - Constructed prose response
 - Journaling

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- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
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