

ESSEX FELLS PUBLIC SCHOOL

CURRICULUM & INSTRUCTION

English Language Arts

Grade: 4

ABSTRACT

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential.

ESSEX FELLS PUBLIC SCHOOL

Grade 4 English Language Arts

Unit of Study: <i>(Pacing Guide/Scope & Sequence - Specify time frame by days or weeks)</i>	Fictional and Nonfictional Texts, Narrative Writing /Informational, Informational/Literary September-December 12 Weeks	Fictional and Nonfictional Texts, Poetry Journal/Literacy, Informational, Informational/Literary, Journal/Literary January-March 12 Weeks	Fictional and Nonfictional Texts, Opinion Writing, Journal/Literary (cont.) Informational/Literary April-June 12 Weeks
STAGE 1: Desired Results			
Established Goals: Write out complete NJSLS: <i>(Content Specific Standards Only. Only use standards that are applicable to the unit.)</i>	NJSLS-Reading: RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text. RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text. RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.	NJSLS-Reading: 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.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	NJSLS-Reading: 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. RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence. RL.CT.4.8. Compare and contrast

	RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from 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. 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. Writing: W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. W.WP.4.4. With guidance and support from peers and adults,	evidence in the text. 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. Writing: W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences. Speaking and Listening:	the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures. 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: W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 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
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	develop and strengthen writing as needed by planning, revising, and editing. Speaking and Listening: SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. 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). Language: L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.	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.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. Language: L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension. L.WF.4.2 Demonstrate command of the conventions of encoding and spelling. L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills. L.KL.4.1. Use knowledge of language and its conventions when	extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences. Speaking and Listening: 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.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. Language: L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension. L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.
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	L.WF.4.2 Demonstrate command of the conventions of encoding and spelling. L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills. L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening. L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	writing, speaking, reading, or listening.	L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills. L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening. 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. Technology: 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
Interdisciplinary Connections: Write out complete NJSLs: <i>(Must have at least one standard from one of these areas but may have more):</i> • <i>ELA companion standards;</i> • <i>Standards for Mathematical Practice</i> • <i>Science;</i> • <i>Visual/Performing Arts) - Standard 1;</i> • <i>Comprehensive Health & PE -</i>	Science: 4-ESS1-1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time. W.4.8 Recall relevant information	Social Studies: 6.1.4.A.1 Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.	Social Studies: 6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

Standard 2; • <i>Social Studies - Standard 6;</i> • <i>World Languages - Standard 7;</i>	from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.	6.1.4.A.2 Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.	
Integration of Career Readiness, Life Literacies & Key Skills: Write out complete NJSLS: (Must have at least one standard from: • <i>9.1 Personal Financial Literacy; or</i> • <i>9.2 Career Awareness, Exploration, Preparation & Training; or</i> • <i>9.4 Life Literacies & Key Skills)</i>	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills CRP4. Communicate clearly and effectively and with reason CRP6. Demonstrate creativity and innovation CRP7. Employ valid and reliable connections CRP8. Utilize critical thinking to make sense of problems and persevere in solving them CRP9. Model integrity, ethical leadership, and effective management CRP11. Use technology to productivity CRP12. Work productively in teams while using cultural global competence	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills CRP4. Communicate clearly and effectively and with reason CRP6. Demonstrate creativity and innovation CRP7. Employ valid and reliable connections CRP8. Utilize critical thinking to make sense of problems and persevere in solving them CRP9. Model integrity, ethical leadership, and effective management CRP11. Use technology to productivity CRP12. Work productively in teams while using cultural global competence	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills CRP4. Communicate clearly and effectively and with reason CRP6. Demonstrate creativity and innovation CRP7. Employ valid and reliable connections CRP8. Utilize critical thinking to make sense of problems and persevere in solving them CRP9. Model integrity, ethical leadership, and effective management CRP11. Use technology to productivity CRP12. Work productively in teams while using cultural global competence
Integration of Computer Science	8.1.5.E.1 Use digital tools to	8.1.5.E.1 Use digital tools to	8.1.5.E.1 Use digital tools to

and Design Thinking: Write out complete NJSLs: <i>(Must have at least one standard from:</i> ● 8.1 Computer Science; or ● 8.2 Design Thinking)	research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.	research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.	research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.
21st Century Life and Careers: Career Education: Write out complete NJSLs: <i>(Only include if a CTE curriculum</i> ● 9.3 Career and Technical Education)	9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	9.2.4.A.4: Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.
Enduring Understandings: <i>(Follow UbD: What big ideas will students know?)</i>	● Learn to spot clues in stories (details, dialogue, action) and make connections (inferences). ● Craft stories and share strong opinions. Explore different writing styles (like personal narratives and poems). ● Master the building blocks of writing (grammar).	● Learn how the past shapes our world today (history & culture). ● Explore creative reading/writing through poems (free-form or structured) and personal stories.	● Identify central ideas, supporting details, and fact vs. opinion. ● Master summarizing key points and comparing/contrasting texts effectively. ● Develop expertise in using headings, subheadings, charts, and diagrams to deepen comprehension. ● Cultivate the ability to make inferences, draw conclusions, and analyze the author's purpose and perspective.
Essential Questions: <i>(Follow UbD best practices in the creation of questions)</i>	1. How do writers craft narratives and poems that	1. How do readers and writers read and write complex literary and	1. How can students become active readers who can identify details,

	capture experiences and emotions? 2. How do we make sense of the world around us by connecting events? 3. How can we use evidence, details, and context to convince others of our ideas?	informational text, find evidence, and use it appropriately? 2. How do writers develop proficiency in research, observation, communication, and persuasion?	analyze dialogue and action, infer character and theme, and expand their vocabulary? 2. How can students develop strong opinion writing skills, including crafting clear arguments, using vivid language, and structuring a four-paragraph compare and contrast essay? 3. How can students gain proficiency in essential 4th-grade grammar skills to ensure coherent and effective writing?
STAGE 2: Evidence			
Assessment & Evidence: <i>(By what criteria will performances of understanding be judged? Include:</i> 1. Formative, 2. Summative, 3. Alternative - Performance/Project) 4. Benchmark)	Formative Assessments: ● Beginning of the year assessment (Achieve3000, StudyIsland, DRA, IXL, MAP) ● Observational checklists ● Conferences ● Class Discussions ● Exit Slips ● Quizzes ● Review of classwork/homework ● Student Participation ● Teacher Observations ● Comprehension Questions Summative Assessments:	Formative Assessments: ● Middle of the year assessment (Achieve3000, StudyIsland, DRA, IXL) ● Observational checklists ● Conferences ● Class Discussions ● Exit Slips ● Quizzes ● Review of classwork/homework ● Student Participation ● Teacher Observations ● Comprehension Questions Summative Assessments:	Formative Assessments ● End of the year assessment (Achieve3000, StudyIsland, DRA, IXL, MAP) ● Observational checklists ● Conferences ● Class Discussions ● Exit Slips ● Quizzes ● Review of classwork/homework ● Student Participation ● Teacher Observations ● Comprehension Questions

	● Chapter and Unit Tests ● NJSLA ● Open Ended Responses ● Written/Essay Responses ● Student evaluation Alternative Assessments: ● Response essays ● Letters written from a character's perspective ● Dioramas ● Brochures ● Student conferences ● Read aloud with discussion ● Skits or plays ● Graphic organizers ● Comic strips ● Google Slides ● Literature circles Benchmark Assessments: ● Extension projects such as: posters, collages, or creative ideas students can come up with to demonstrate additional understanding of a concept. ● Class activities or projects that students complete in	● Write original poems with colorful language and poetic devices ● Chapter and Unit Tests ● Open Ended Responses ● Written/Essay Responses ● Student evaluation Alternative Assessments: ● Response essays ● Letters written from a character's perspective ● Dioramas ● Brochures ● Student conferences ● Read aloud with discussion ● Skits or plays ● Graphic organizers ● Comic strips ● Google Slides ● Literature circles Benchmark Assessments: ● Extension projects such as: posters, collages, or creative ideas students can come up with to demonstrate additional understanding of a concept.	Summative Assessments: ● Write original poems with colorful language and poetic devices ● Chapter and Unit Tests ● Open Ended Responses ● Written/Essay Responses ● Student evaluation Alternative Assessments: ● Response essays ● Letters written from a character's perspective ● Dioramas ● Brochures ● Student conferences ● Read aloud with discussion ● Skits or plays ● Graphic organizers ● Comic strips ● Google Slides ● Literature circles Benchmark Assessments: ● Extension projects such as: posters, collages, or creative ideas students can come up with to
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	class where teachers can assess an individual or group • Presentations • Student Samples	• Class activities or projects that students complete in class where teachers can assess an individual or group • Presentations • Student Samples	demonstrate additional understanding of a concept. • Class activities or projects that students complete in class where teachers can assess an individual or group • Presentations • Student Samples
STAGE 3: Learning Plan			
Learning Activities/Content: <i>(What is the core content of this unit? What performance tasks/ activities will students do? What skills will students know? Include content that adheres to NJ Administrative Code and Statutes:</i> • <i>Amistad Law</i> • <i>Holocaust Law</i> • <i>LGBTQ/Disabilities Law</i>	N.J.S.A. 18A:35-4.36a DEI (Diversity, Equity, Inclusion) Activities 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. Amistad 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights). Diversity and Inclusion 2.1.5.EH.3: Identify different feelings and emotions that people	N.J.S.A. 18A:35-4.36a DEI Activities 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. Amistad 6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King Jr. and other historical civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations. Diversity and Inclusion	N.J.S.A. 18A:35-4.36a DEI Activities 6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions. Amistad 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. Diversity and Inclusion 2.1.5.EH.3: Identify different feelings and emotions that people

	may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Holocaust Law 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. Reading • Read text closely to identify key details • Use the text to support their answers • Close reading activities (highlighting, questioning, determining importance, looking for patterns) to make meaning of what was read	2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Holocaust Law 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. Reading • Analyze specific structural elements in poetry (verse, rhythm, meter). • Examine specific structural elements in drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions)	may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety). 2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration). Holocaust Law 6.2.2.D.2 Recognize real people and fictional characters who have demonstrated responsible leadership and citizenship and identify the characteristics that have made them good examples. Reading • Analyze specific structural elements in poetry (verse, rhythm, meter). • Examine specific structural elements in drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) • While analyzing texts, identify key/signal words
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	● Use graphic organizers to chart personal connections, connections to other texts, and/or global connections ● Use quotes or references from a text when explaining what the text says explicitly/or when explaining inferences drawn from the text ● Identify evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas. ● Preview and predict to enhance comprehension ● Demonstrate the ability to determine the meaning of words and phrases as they are used in a text ● Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures. ● Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of	● While analyzing texts, identify key/signal words to determine the text structure ● Examine how the text is structured ● Use a Venn diagram to compare and contrast first and third person ● Use a Venn diagram to compare and contrast the point of view ● Make connections between specific descriptions and directions in a text and a visual representation of the text ● State the main idea of the text, then describe how the graphic or visual supports the central idea ● Identify the author's claim, then find facts and explain how they support the reasoning. Uses phrases like <i>This fact proves...</i> ● Identify the common theme, then briefly summarize each author's approach. Then, find similarities and differences. ● Use textual evidence from literary texts to support the	to determine the text structure ● Examine how the text is structured ● Use a Venn diagram to compare and contrast first and third person ● Use a Venn diagram to compare and contrast the point of view ● Make connections between specific descriptions and directions in a text and a visual representation of the text ● State the main idea of the text, then describe how the graphic or visual supports the central idea ● Identify the author's claim, then find facts and explain how they support the reasoning. Uses phrases like <i>This fact proves...</i> ● Identify the common theme, then briefly summarize each author's approach. Then, find similarities and differences. ● Use textual evidence from literary texts to support the themes. ● Identify text features: table
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	different cultures. ● Identify the narrator's point of view ● Identify text features: table of contents, index, diagram, glossary, headings, satellite images, maps. ● Match a graphic organizer (five-column chart) to informational text to understand structure. ● Identify the main idea of a text and identify details to support the main idea ● Analyze how the details of the text support and reveal the central idea or message ● Use text features (e.g., boldface words, glossary, pronunciation guides) to determine important vocabulary in a text. ● Construct a Venn diagram when reading a text to compare and contrast structures. ● Identify words that signify time order, sequence and cause/effect ● Explain how historical events, scientific ideas or "how to" procedures are	themes. ● Identify text features: table of contents, index, diagram, glossary, headings, satellite images, maps. ● Match a graphic organizer (five-column chart) to informational text to understand structure. ● Identify words that signify time order, sequence and cause/effect ● Explain how historical events, scientific ideas or "how to" procedures are related in a text by analyzing the sequence of events and the cause/effect ● Analyze and discuss characters in a text ● Explain how the author supports the main ideas in informational text with key details ● Identify similes and metaphors Writing ● Write informative/explanatory texts to examine a topic and convey ideas and information clearly	of contents, index, diagram, glossary, headings, satellite images, maps. ● Match a graphic organizer (five-column chart) to informational text to understand structure. ● Identify words that signify time order, sequence and cause/effect ● Explain how historical events, scientific ideas or "how to" procedures are related in a text by analyzing the sequence of events and the cause/effect ● Analyze and discuss characters in a text ● Explain how the author supports the main ideas in informational text with key details ● Identify similes, metaphors, and personification Writing ● Introduce a topic while stating an opinion ● Use an organizational structure ● Include reasons supported by facts
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	related in a text by analyzing the sequence of events and the cause/effect • Analyze and discuss characters in a text • Use a Venn diagram to compare characters • Understand what is heard, viewed, or presented through various media formats to help make meaning of the text • Analyze the actions and thoughts of characters or speakers in texts, looking for patterns • Summarize the key points of a text • Explain how the author supports the main ideas in informational text with key details • Identify similes and metaphors • Find the similarities and differences between a story written in first person and story written in third person point of view Writing • Write narratives to develop various introductions to grasp the reader	• Introduce a topic clearly with proper formatting and text features • Include facts, definitions, concrete details, and text evidence • Include information using words and phrases (for example, because) • Use domain-specific vocabulary • Provide a conclusion • Before writing, determine the audience, purpose, and length of writing • Include topic-specific language • Allow for opportunities to self-evaluate, revise, and edit • Edit using feedback and digital and print tools • Use an interdisciplinary approach and research topics from science or social studies; use videos, articles, and graphs to gain knowledge • Use the Cornell method of note-taking and t-charts • Include a Works Cited page • Write research essays,	• Use words and phrases that link opinions (for instance, in order to, in addition) • Include a closing reinforcing the opinion • Before writing, determine the audience, purpose, and length of writing • Include topic-specific language • Allow for opportunities to self-evaluate, revise, and edit • Edit using feedback and digital and print tools • Use an interdisciplinary approach and research topics from science or social studies; use videos, articles, and graphs to gain knowledge • Use the Cornell method of note-taking and t-charts • Include a Works Cited page • Write research essays, narratives, opinion pieces, responses to text, or journal entries Opinion • Collect ideas for opinion writing pieces • Sharpen and develop ideas
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	• Write narratives to develop characters and events • Use appropriate dialogue and description • Use transitions to organize the sequence of events • Use concrete words, sensory details, and figurative language throughout the narrative • Include a conclusion that teaches a lesson or wraps up the events effectively • Before writing, determine the audience, purpose, and length of writing • Include topic-specific language • Allow for opportunities to self-evaluate, revise, and edit • Edit using feedback and digital and print tools • Write research essays, narratives, opinion pieces, responses to text, or journal entries <i>Narrative</i> • Compose a story hook to engage the reader • Establish the story's background or situation	narratives, opinion pieces, responses to text, or journal entries <i>Informational</i> • Write an informational piece with a clear thesis and supporting details • Collect ideas for informational writing pieces • Sharpen and develop ideas to pick thoughts that can grow and develop into a strong essay • Use a graphic organizer to frame the essay structure; thesis statement and details • Introduce a topic clearly • Compose a clear thesis statement • Group related information in paragraphs and sections • Use text features such as (e.g., headings), illustrations, and multimedia to support the information when appropriate • Purposefully select information to develop the topic • Research a topic through	to pick thoughts that can grow and develop into a strong essay • Use graphic organizer to frame essay structure; thesis statement and reasons • Distinguish fact from opinions • Organize text by using a specific organizational structure • Group supporting details to support the writer's purpose • Introduce a topic or text clearly • State an opinion to be supported with evidence • Write a thesis statement to focus the writing • Logically order reasons that are supported by facts • Support the opinion with facts and details from texts or other sources • Use transitional words and phrases to connect opinions to reasons • Write a conclusion related to the opinion presented. • Develop essay introductions, transitions, and conclusions
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	● Introduce a narrator and/or characters ● Purposefully arrange events to make the story flow ● Use dialogue and description to develop experiences and events ● Show the responses of characters in situations, when appropriate ● Use a variety of transitional words and phrases to manage the sequence of events ● Use concrete words and phrases to relay story details ● Use sensory details to convey experiences and events precisely ● Provide a conclusion that follows from the narrated experiences or events Speaking and Listening: ● Engage effectively in literature circle discussions; individual and group projects ● Listen, respond, and contribute thoughtfully by being prepared, following	investigation of the topic ● Explore a topic in greater detail by developing a research question that helps bring focus to the topic ● Gather information to support a topic ● Select relevant information from texts to support the main ideas or claims ● Group-like ideas to organize writing ● Research information from print and digital sources ● Integrate information from personal experience ● Take notes and organize their information into categories List the sources used ● Use strategies for reading literary and informational text to investigate topics ● Refer to specific details in a literary text when finding the similarities and differences between two or more characters, settings, or events ● Explain how an author uses proof to support a point in informational text ● Prove each point with	● ● Link ideas into cohesive concepts that support a thesis statement Poetry ● Explore imaginative possibilities of figurative language ● Identify and develop an understanding of poetic devices including rhyme, repetition, alliteration, meter, and tone ● Explore and identify extended metaphors in the text ● Write original poems with colorful language and poetic devices ● Understand methods and devices used in poetry ● Identify famous poets from different backgrounds and nations ● Understand rhyme and meter schemes and free verse ● Practice using poetic devices ● Compose rhymes, similes, and metaphors; use repetition, anaphora, and alliteration
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	discussion rules, and listening and building on others' ideas • Understand the original message clearly then change the wording and sentence structure • Share text through oral presentations or through PowerPoints/ Google Slides • Identify the speaker's main point or claim by listening for reasons then make connections • Look for helpful signal phrases like According to research or Experts say... • Make an oral presentation with clear and concise language • Present a Google Slides, PowerPoint, or Prezi • Make a StoryBoard That! or Google Slides presentation that consists of relevant audio recordings • Determine who you are communicating with and what the purpose of the communication is. • Write a RAFT response as either a formal email or a	evidence from the text • Combine information from several texts about the same subject in a written or oral response that demonstrates knowledge of the subject Poetry • Explore imaginative possibilities of figurative language • Identify and develop an understanding of poetic devices including rhyme, repetition, alliteration, meter, and tone • Explore and identify extended metaphors in the text • Write original poems with colorful language and poetic devices • Understand methods and devices used in poetry • Identify famous poets from different backgrounds and nations • Understand rhyme and meter schemes and free verse • Practice using poetic devices	Speaking and Listening: • Engage effectively in literature circle discussions; individual and group projects • Listen, respond, and contribute thoughtfully by being prepared, following discussion rules, and listening and building on others' ideas • Understand the original message clearly then change the wording and sentence structure • Share text through oral presentations or through PowerPoints/ Google Slides • Identify the speaker's main point or claim by listening for reasons then make connections • Look for helpful signal phrases like According to research or Experts say... • Make an oral presentation with clear and concise language • Present a Google Slides, PowerPoint, or Prezi • Make a StoryBoard That!
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	text message to a friend. Language: ● Use phonics to read accordingly ● Decode words while reading ● Use word parts to understand meaning ● Spell words using sound and structure ● Use read-alouds, vocabulary journals, writing assignments, or word studies ● Read with purpose and understanding ● Read with accuracy, appropriate rate, and expression ● Self-correct or reread ● Analyze and spell multi-syllable words with Latin roots, prefixes, and suffixes ● Write affixed words ● Spell accurately ● Use both print and digital reference materials ● Use domain-specific words ● Use punctuation for effect ● Use formal English and informal discourse	● Compose rhymes, similes, and metaphors; use repetition, anaphora, and alliteration Speaking and Listening: ● Engage effectively in literature circle discussions; individual and group projects ● Listen, respond, and contribute thoughtfully by being prepared, following discussion rules, and listening and building on others' ideas ● Understand the original message clearly then change the wording and sentence structure ● Share text through oral presentations or through PowerPoints/ Google Slides ● Identify the speaker's main point or claim by listening for reasons then make connections ● Look for helpful signal phrases like According to research or Experts say... ● Make an oral presentation with clear and concise	or Google Slides presentation that consists of relevant audio recordings ● Determine who you are communicating with and what the purpose of the communication is. ● Write a RAFT response as either a formal email or a text message to a friend. ● Use phonics to read accordingly ● Decode words while reading ● Use word parts to understand meaning ● Spell words using sound and structure ● Use read-alouds, vocabulary journals, writing assignments, or word studies ● Read with purpose and understanding ● Read with accuracy, appropriate rate, and expression ● Self-correct or reread ● Analyze and spell multi-syllable words with Latin roots, prefixes, and suffixes ● Write affixed words
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	appropriately ● Use context clues ● Use Greek and Latin affixes and roots to understand words ● Consult print and digital reference materials ● Identify, explain, and describe similes, metaphors, idioms, adages, and proverbs ● Examine words related to characters ● Use a variety of synonyms and antonyms ● Recognize how words relate to each other ● Group or compare words by meaning or function ● Use graphic organizers, Venn diagrams, or analogy ● Compare similar words and describe how they are different in feeling ● Use reading responses, writing tasks, word studies, or class discussions	language ● Present a Google Slides, PowerPoint, or Prezi ● Make a StoryBoard That! or Google Slides presentation that consists of relevant audio recordings ● Determine who you are communicating with and what the purpose of the communication is. ● Write a RAFT response as either a formal email or a text message to a friend. ● Use phonics to read accordingly ● Decode words while reading ● Use word parts to understand meaning ● Spell words using sound and structure ● Use read-alouds, vocabulary journals, writing assignments, or word studies ● Read with purpose and understanding ● Read with accuracy, appropriate rate, and expression ● Self-correct or reread	● Spell accurately ● Use both print and digital reference materials ● Use domain-specific words ● Use punctuation for effect ● Use formal English and informal discourse appropriately ● Use context clues ● Use Greek and Latin affixes and roots to understand words ● Consult print and digital reference materials ● Identify, explain, and describe similes, metaphors, idioms, adages, and proverbs ● Examine words related to characters ● Use a variety of synonyms and antonyms ● Recognize how words relate to each other ● Group or compare words by meaning or function ● Use graphic organizers, Venn diagrams, or analogy ● Compare similar words and describe how they are different in feeling ● Use reading responses,
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		● Analyze and spell multi-syllable words with Latin roots, prefixes, and suffixes ● Write affixed words ● Spell accurately ● Use both print and digital reference materials ● Use domain-specific words ● Use punctuation for effect ● Use formal English and informal discourse appropriately ● Use context clues ● Use Greek and Latin affixes and roots to understand words ● Consult print and digital reference materials ● Identify, explain, and describe similes, metaphors, idioms, adages, and proverbs ● Examine words related to characters ● Use a variety of synonyms and antonyms ● Recognize how words relate to each other ● Group or compare words by meaning or function ● Use graphic organizers,	writing tasks, word studies, or class discussions
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		Venn diagrams, or analogy • Compare similar words and describe how how they are different in feeling • Use reading responses, writing tasks, word studies, or class discussions	
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Resources: <i>(Include names of texts and all online resources)</i>	• Novels (<i>Tales of a Fourth Grade Nothing, Literature Circle books: Tuck Everlasting, Haven, The Tiger Rising</i>) • Short stories • HMH Reading Program: Anthology (Native Americans, Sight) • Great Books • Newsela • Achieve3000 program • ReadWorks • IXL • EdPuzzle • Blooket • Wayground (Quizziz) • Quizlet • StoryLine Online • Various Informational Texts • Poetry section • Poems from different time periods • Writing Checklists and Rubrics • Writing Folder/Binder • Anchor Charts • Computers	• Novels (<i>Save Me a Seat, Literature Circle books: Dear Mr. Henshaw, Maniac Magee, Frindle, From the Mixed Up Files of Mrs. Basil E. Frankweiler</i>) • Short stories • HMH Reading Program: Anthology (Langston Hughes) • Great Books • Newsela • Achieve3000 program • ReadWorks • IXL • EdPuzzle • Blooket • Wayground (Quizziz) • Quizlet • StoryLine Online • Various Informational Texts • Poetry section • Poems from different time periods • Writing Checklists and Rubrics • Writing Folder/Binder • Anchor Charts • Computers	• Novels (<i>Literature Circle books: The War with Grandpa, George Washington's Socks, Greek Mythology stories, Wonder</i>) • Short stories • HMH Reading Program: Anthology (Weathering and Erosion) • Great Books • Newsela • Achieve3000 program • ReadWorks • IXL • EdPuzzle • Blooket • Wayground (Quizziz) • Quizlet • StoryLine Online • Various Informational Texts • Poetry section • Poems from different time periods • Writing Checklists and Rubrics • Writing Folder/Binder • Anchor Charts • Computers
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Differentiation: <i>(What type of differentiated instruction will be used for each of the following subgroups:</i> 1. <i>Special Education</i> 2. <i>English Language Learners (ELLs)</i> 3. <i>At Risk/BSI</i> 4. <i>Gifted & Talented/Advanced 5. 504)</i>	Special Education ● Individualized Education Plans (IEPs) ● Exemplars of varied performance levels ● Provide alternate test setting as needed ● Multi-media presentations ● Sheltered Instruction ● Consultation with CST ● Manipulatives ● Scaffolded Lessons ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Use of alternate assessments ● Provide copy of class notes ● Pair visual prompts with verbal presentations ● Provide regular home communications English Language Learners (ELLs) ● Dictionaries/ Thesaurus	Special Education ● Individualized Education Plans (IEPs) ● Exemplars of varied performance levels ● Provide alternate test setting as needed ● Multi-media presentations ● Sheltered Instruction ● Consultation with CST ● Manipulatives ● Scaffolded Lessons ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Use of alternate assessments ● Provide copy of class notes ● Pair visual prompts with verbal presentations ● Provide regular home communications English Language Learners (ELLs) ● Dictionaries/ Thesaurus	Special Education ● Individualized Education Plans (IEPs) ● Exemplars of varied performance levels ● Provide alternate test setting as needed ● Multi-media presentations ● Sheltered Instruction ● Consultation with CST ● Manipulatives ● Scaffolded Lessons ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Use of alternate assessments ● Provide copy of class notes ● Pair visual prompts with verbal presentations ● Provide regular home communications English Language Learners (ELLs) ● Dictionaries/ Thesaurus
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	● Mnemonic devices ● Visual aids ● Modeling ● Provide notes to students as needed in native language ● Cultural responsiveness ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Group students with others of different learning levels and abilities. ● Non-verbal assessments Students At-Risk (BSI) ● Read, Encode, Annotate, Ponder (REAP) ● Interactive maps ● Jigsaw groups ● Vocabulary Self-Collection Strategy (VSS) ● Graphic organizers ● Use of technology for class assignments and homework ● Provide opportunities for students to discuss material verbally Gifted and Talented (Advanced) Students: ● Project-Based Learning	● Mnemonic devices ● Visual aids ● Modeling ● Provide notes to students as needed in native language ● Cultural responsiveness ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Group students with others of different learning levels and abilities. ● Non-verbal assessments Students At-Risk (BSI) ● Read, Encode, Annotate, Ponder (REAP) ● Interactive maps ● Jigsaw groups ● Vocabulary Self-Collection Strategy (VSS) ● Graphic organizers ● Use of technology for class assignments and homework ● Provide opportunities for students to discuss material verbally Gifted and Talented (Advanced) Students: ● Project-Based Learning	● Mnemonic devices ● Visual aids ● Modeling ● Provide notes to students as needed in native language ● Cultural responsiveness ● Present information in a variety of ways (notes, guided notes, video clips, images, diagrams, graphic organizers, stations) ● Group students with others of different learning levels and abilities. ● Non-verbal assessments Students At-Risk (BSI) ● Read, Encode, Annotate, Ponder (REAP) ● Interactive maps ● Jigsaw groups ● Vocabulary Self-Collection Strategy (VSS) ● Graphic organizers ● Use of technology for class assignments and homework ● Provide opportunities for students to discuss material verbally Gifted and Talented (Advanced) Students: ● Project-Based Learning
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	● Multimedia presentations ● Open-ended and informative writing with multiparagraphs ● Internet based research ● Open-ended responses including textual evidence ● Supplemental reading based on lexile ● Tiered assignments ● Topic selection based on interest ● Text Dependent Analysis Questions 504 Plans ● Preferential seating ● Extended time on tests and assignments ● Reduced homework or classwork ● Verbal, visual, or technology aids ● Oral assessments ● Provide copies of textbooks for home ● Provide regular home communication	● Multimedia presentations ● Open-ended and informative writing with multiparagraphs ● Internet based research ● Open-ended responses including textual evidence ● Supplemental reading based on lexile ● Tiered assignments ● Topic selection based on interest ● Text Dependent Analysis Questions 504 Plans ● Preferential seating ● Extended time on tests and assignments ● Reduced homework or classwork ● Verbal, visual, or technology aids ● Oral assessments ● Provide copies of textbooks for home ● Provide regular home communication	● Multimedia presentations ● Open-ended and informative writing with multiparagraphs ● Internet based research ● Open-ended responses including textual evidence ● Supplemental reading based on lexile ● Tiered assignments ● Topic selection based on interest ● Text Dependent Analysis Questions 504 Plans ● Preferential seating ● Extended time on tests and assignments ● Reduced homework or classwork ● Verbal, visual, or technology aids ● Oral assessments ● Provide copies of textbooks for home ● Provide regular home communication
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