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Cursive Writing Curriculum added to Grades 3, 4, and 5 as of September 2026:

NJ DOE Broadcast

<https://www.nj.gov/education/broadcasts/2026/feb/11/CursiveHandwritingInstruction.pdf>

<https://irrc.education.uiowa.edu/lifter>

Literacy LIFTER (Letter Identification and Formation for Transcription and Early Reading) is a free tool designed to empower educators and caregivers in supporting students' handwriting and early reading skills. It provides users with evidence-based materials to teach and assess handwriting and letter knowledge (i.e., letter names and sounds) to pre-kindergarten and elementary-aged students.

<https://irrc.education.uiowa.edu/resources/apps-and-tools/clifter>

CLIFTER (Cursive Letter Identification and Formation for Transcription and Early Reading) is a free tool designed to empower educators and caregivers in supporting students' cursive handwriting and early reading skills

Printable Flashcards

<https://irrc.education.uiowa.edu/sites/irrc.education.uiowa.edu/files/2026-07/CLIFTER.pdf>

Alphabet sheet example

https://lifter.irrc-tools.org/materials/CLIFTER/Alphabet%20Sheets/CLIFTER_Alphabet%20Sheet_i_lower.pdf

Long Beach Island Consolidated School District 4th grade English Language Arts (ELA) Curriculum	
Content Area: English Language Arts	
Course Title: ELA	Grade Level: 4
Unit 1: Literature, Narrative Writing	30 Days
Unit 2: Informational, Argumentative and Informative/Explanatory Writing	30 Days
Unit 3: Informational, Evidence Writing	30 Days
Unit 4: Literature, Poetry, Informational, Researching Writing	30 Days
Unit 5: Literature, Poetry, Informational, Researching Writing	30 Days
Unit 6: Literature, Informational, Argumentative Writing	30 Days

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](#))
- 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](#))
- Climate Change - to 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. Please [click here](#) for specific examples (by subject).
- WIDA- English Language Development Standards

Introduction

During the school year, the teacher will establish a literature-rich climate by utilizing the provided reading/writing series, trade books, and novels located in the classroom and school library aligned to the NJ state standards. Benchmarks will allow the teacher to determine what needs to be modeled during future mini-lessons and guided reading groups. Reading and writing should be integrated to include elements of grammar and reading, spelling, mechanics, traits of writing, and the writing process. The integration of Social Studies and Science standards provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national and global communities in the digital age. Instruction should take place in the form of whole group mini-lessons, small group mini-lessons, and guided reading/writing groups in order to meet the needs of all learners.

The Unit Summaries listed below are suggested paths to follow while using the District-approved textbook, teachers' guide, and assorted supplemental materials.

Unit 1: In this unit, students will closely read literature in order to cite textual evidence, make connections, and draw inferences. Over the course of this unit, students will summarize literary texts and interpret the author's theme and central ideas and cite details from the text. Additionally, students will describe interactions among text elements and the impact of individuals and events throughout the text. Students will analyze characters, settings, or events that draw on text evidence. Students will go through the steps of planning, revising, and editing to produce narrative pieces of writing.

Unit 2 : In this unit, students will determine central ideas of informational text and summarize the key and supporting details and ideas in the text. Over the course of this unit, students will analyze how and why individuals, events, and ideas develop and interact over the course of historical,

scientific, or technical texts. Over the course of this unit, students will develop an argumentative essay that supports a point of view with reasons and information. Additionally, students will develop an informative/explanatory essay that examines a topic clearly.

Unit 3 : In this unit, students will closely read informational texts in order to cite textual evidence, make connections, and draw inferences. Over the course of this unit, students will use informational texts to compare and contrast multiple accounts of the same event or topic. Students will collect relevant information from multiple sources in order to support analysis, reflection, and research.

Unit 4: In this unit, students will distinguish between different types of literature—poems, drama, and prose—through their unique structural elements, such as verse and meter in poems or dialogue and stage directions in drama. Students will analyze how authors use facts and details to support their ideas and compare the treatment of themes and topics in informational texts from diverse cultural perspectives. Additionally, students will gather information from various sources, organize it effectively, and provide proper citations in writing.

Unit 5: In this unit, students will distinguish between different types of literature—poems, drama, and prose—through their unique structural elements, such as verse and meter in poems or dialogue and stage directions in drama. Students will analyze how authors use facts and details to support their ideas and compare the treatment of themes and topics in informational texts from diverse cultural perspectives. Additionally, students will gather information from various sources, organize it effectively, and provide proper citations in writing.

Unit 6: In this unit, students will compare and contrast treatments of similar themes and events in literary texts from diverse cultures, and to describe the overall structure of informational texts, such as chronology or cause/effect relationships. They also need to use evidence to show how graphics and visuals support central ideas. In writing, students will craft opinion pieces by clearly stating their opinion, organizing related ideas, and supporting their viewpoint with facts from various sources. Furthermore, they will gather information from print and digital sources, take organized notes, categorize information, and provide a list of resources used.

More WIDA requirements, suggestions, and recommendations can be found at:

<https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf>

All necessary Standards can be found in this document, along with sample features and ideas to implement said program.

Unit 1: Literature, Narrative Writing	Duration: 30 days
Standards/Learning Targets	
Focus Standards (Major Standards)	
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. RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text. RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence. Writing 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.

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

Speaking and Listening

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

Language:

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).

Supporting and Additional Standards

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

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

L.WF.4.3. 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.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).

ELD-LA.4-5.Narrate.Interpretive Interpret language arts narratives by • Identifying a theme from details • Analyzing how character attributes and actions develop across event sequences • Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5.Narrate.Expressive Construct language arts narratives that • Orient audience to context • Develop and describe characters and their relationships • Develop story with complication and resolution, time and event sequences • Engage and adjust for audience

Writing

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.

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.

The following Anchor Standards for English Language Arts and select New Jersey Student Learning Standards should be covered throughout the various units of the curriculum.

<https://www.nj.gov/education/standards/>

Primary Interdisciplinary Connections

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

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

the well-being of their community and country.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Computer Science and Design Thinking Standards

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

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

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing/Individual Small group
- Open Ended Questions
- Observations
- Engage in discourse/Turn and talk
- Google Slide
- Third party vendors and websites such as:
 - CommonLit
 - Kahoot
 - Actively Learn
 - Read Works
 - Flipgrid
 - Padlet
- iReady

Other Assessments

Formative

- Quizzes
- Exit slips
- Peer/Self Assessments
- Read/Think, Talk
- Strategic Questioning, Ex: "What have you noticed?"
- 1, 2, 3 response
- Flipgrid- Ex: "What have you learned and what do you still have questions on?"
- Kahoot- Ex: Using context clues
- Padlet- "What did you learn? Did your perspective change?"
- Teacher Anecdotal notes describing the elements of the story

	• Check-lists • Writing Rubrics Created by Supervisor • Teacher made rubrics on summarizing the story • Teacher Observations on using appropriate grammar in their writing • Student Tracking Chart on answering A & B Type questions when finding and supporting the theme of a story Summative • Unit Assessment • Final Processed Writing Piece Benchmark • Benchmark assessments Alternative • Portfolio on writing process pieces • CommonLit for reading passages and quizzes • Kahoot for games on current skills • Actively Learn free reading passages • Learn Zillion ELA to explain current skills • Book Adventure for “I Pick” pick books • Read Works for reading passages and questions • TeachHub- Video Writing Prompts for videos of lessons • Achieve the Core for lessons on current skills • BrainPop for lessons and quizzes on current skills
Knowledge and Skills	
Content	Skills

Unit Essential Questions

- How can specific details and examples from the text be used to explain what happens?
- What evidence can you find in the text that helps you make inferences about the characters or events?
- How do details and examples from the text support your understanding of its explicit meaning?
- What is the main idea or theme of the literary text and what details help you interpret it?
- How can you summarize the text in your own words while citing key details?
- How can you use textual evidence to analyze the significance of key characters or events?

Enduring Understandings

- Readers and writers use key details to summarize the text and construct a cohesive written response.
- Readers use text evidence and details to determine the theme of a story.
- Readers are able to ask and answer questions and refer to details and examples when explaining what the text says explicitly and when drawing inferences from the text.
- Readers describe in depth a character in a story, drawing on specific details in the text (character's thoughts, words, or actions).

Students will be able to...

- Summarize by retelling the most important parts of a story in one's own words
- Determine which details are the key details to include in summary
- Write a summary that includes key details from the beginning, middle and end of a story
- Justify ideas about the importance of details in partner discussion
- Use sentence frames to share ideas about skills that people can use to solve mysteries
- Determine the theme and topic of a story
- Use details from the text to determine theme
- Understand how people can face challenges and learn life lessons with help from others
- Understand and use the term theme appropriately when speaking and writing
- Use text evidence to justify ideas about a story's theme during partner discussion
- Discuss in groups the life lessons of characters in the story and take notes
- Make inferences based on details in the text and background knowledge
- Identify text evidence that supports the inferences made about a text
- Understand how people might feel when they experience a challenging situation
- Describe in writing how a character's feelings change, based on inferences and supporting text evidence in a chart
- Justify inferences, using sentence frames in partner

discussion

- Make connections to a character who faces a challenge and explain what might make them feel better
- Describe characters' feelings, motivations, and traits, based on what they think, say, and do
- Support descriptions of characters with text evidence
- Understand how imagination can help people deal with challenging situations
- Describe a character's feelings and motivations in class discussion
- Use text evidence to explain a character's traits in a written response
- Discuss and write about how a character uses imagination throughout a story

Orient audience to context through... ■ Expanded noun groups to state who or what the narrative is about ■ A variety of sentence types to establish the context e.g., questions, statements, dialog ("We must think only of the things that we must do," the old lady said.) ■ Adverbial and prepositional phrases to establish time and location (During the last century, Last Tuesday, On Saturn's second outer ring, High above the city) ■ Statements and questions to foreshadow or state complication (Would her dream ever come true? She knew not to give up.) Develop and describe characters and their relationships through... ■ Verbs to describe character behaviors (raced, explored), thoughts (wondered, believed), feelings (hoped, longed for), speech (mumbled, screamed, questioned) ■ Expanded noun groups to add description and detail (seven powerful kings, curly-haired baby girl) ■ Expanded verb groups to show relationship between characters (Uncle smiled lovingly at his nephew. She whispered angrily into Sonia's ear.) ■

	Saying, thinking, and feeling dialog verbs to add nuance to characters' relationships ■ Pronouns, demonstrative, renaming, synonyms to reference characters or ideas across the text (he, his; these, this; Zeus=Greek God=King of Mt. Olympus) Section 3: Grade-Level Cluster Materials 113 Develop story with complication and resolution, time and event sequences through... ■ Dependent clauses to add details (the race, which only happened every four years) ■ A variety of verb tenses to locate events in time, including dialog ("Where are you going?" I asked.) ■ Connectors to sequence time (later that night), and events (While the game was on, we slipped out.) ■ Statements to provide closure, evaluate experience, or summarize narrative (finally, it was over, the experience was enlightening, there are some things that can't be seen but only felt.) Engage and adjust for the audience through... ■ Evaluative word choices to describe author's attitudes (awesome, scared, mean, enjoyed the time, most people) ■ Literary devices to enrich the narrative, including simile (as cool as a cucumber), personification, alliteration (lounging lizard), sensory words/phrases (tingling), onomatopoeia (ZAP!) ■ Tone of voice, gesturing, acting behaviors to adjust for audience ■ Language to address reader/listener and draw them in (Listen while I tell you the most amazing story)
Suggested Activities	Resources
Conventions -Read aloud: "Seasons of the Circle" -Spelling, punctuating effectively, capitalizing correctly, applying grammar and usage	Resources for on-grade students: ● Story Map Organizer with sentence stems for a narrative writing piece ● Word banks with vocabulary words

Writing: Narrative

Processed Writing: Opinion

Holocaust and genocide

Writing: Prose constructed response

Students are learning how people feel when they face challenges and what they can learn from others.

Build Interest: Teacher displays the word ‘diversity’ on the board. Students engage in discourse, “What does diversity mean? What is something special about you? What makes you diverse?” On a post-it, students will use their knowledge of *diversity* to answer, “What does ‘acceptance’ mean to you?”

Introduction: The class will read, “Acceptance is My Superpower.” [SYNOPSIS: Lisa is a young girl who loves to sing and wears glasses. A classmate who Lisa views as a friend made cruel comments about her, and it leads her into learning what diversity is. Lisa learns that when others misunderstand it can sometimes result in words or actions that are hurtful. She also learns that differences are not actually flaws but instead are superpowers. By accepting herself and others, Lisa is being a superhero.]

Partner collaboration: Teachers will invite students to engage in discourse and connect to our lesson’s focus questions, “How do people feel when they face challenges? What can we learn from others?” Students will share in a roundtable discussion.

- Partners/Pairs (Ex: Turn and Talk)
- Anchor Charts with key words to support the organization of narrative writing

Resources for students **approaching** grade level expectations:

- Inverted Triangle Graphic Organizer partially filled out by teachers for a narrative writing piece
- Highlighters to identify key words to support comprehension
- EZ readers for fluency

Resources for students **exceeding** grade level expectations

- Compare and contrast characters motivations using a T chart
- Encourage self assessment using teacher made rubrics for a narrative writing

Useful links / online resources

- Print Material
- White board
- Computer
- Smart Board
- iPads/Laptops
- ELMO Document Reader
- District Approved and Selected novels
- Picture Books
- [Achieve the Core](#)
- [NJDOE Rubric](#) for Narrative Writing
- NJDOE Rubric for PCRs
- Types of Writing on [BRAIN POP](#)

Independent: Students will use the read aloud and their own experiences to answer, “Why is it important to be accepting of others and their differences? How does it feel to be excluded? How can you demonstrate acceptance at school?”

Closure: Students will celebrate their diversity by creating an About Me poster.

Suggested Options for Differentiation

English Language Learners

- Visuals
- Gesturing
- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson
- Total physical response (TPR) activities
- Cloze activities
- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Choral chanting
- Small group instruction / cooperative learning
- Allowing for additional wait time for student responses during conversations

- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Follow all IEP modifications
- Model assignments
- Provide Brain Breaks such as count to 10
- Chunk assignments
- Use visuals such as stop sign
- Introduce key vocabulary before lesson
- Teacher reads assignments orally to support comprehension
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Songs found on educational YouTube channels
- Assign a picture or movement to vocabulary words
- Small group instruction -
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Scribe for students who can’t write
- Technology resources
- Website: Goal Book App

504 Plans

- Follow all IEP 504 plan modifications
- Provide Picture Instructions
- Small Group Instruction - Guided Reading and Guided Writing
- Allow Extra Time To Complete Assignments Or Tests

- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

Gifted and Talented

- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities • use leveled texts and offer an advanced reader reading list
- 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 enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a "buddy"
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics

- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provided needed academic resources

Multilingual Learners

- Differentiate instruction and classroom assessment as guided by the [WIDA English Language Development Standards Framework, 2020 Edition](#).
- Follow the Individualized Educational Plans (IEP) for ML Special Education (SE) students.
- Encourage the ML student to use oral language. Discussions, especially pair-work, allow students to expand language usage in listening and speaking.
- Allow MLs to clarify ideas, make sense of their previous statements and elaborate on their views with specific explanations.
- Use wait time for MLs to express their ideas in class.
- Graphic organizers, color-coded anchor charts, word walls with visual imagery, and breakdown techniques for decoding dense mathematical word problems
- Structured talk protocols (Think-Pair-Share, Numbered Talks) and word banks
- Visuals
- Gesturing
- Use Of Realia and Manipulatives
- Simplified Language / Teacher Talk / Thinking Aloud
- Graphic Organizers (webs)
- Frequently Check For Understanding
- Personal Word Walls / Word Rings
- Sound Wall
- Introducing Key Vocabulary Before Lesson
- Total Physical Response (tpr) Activities
- Cloze Activities
- Teacher Modeling
- Pattern Sentences (speaking And/or Writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning

- Allowing For Additional Wait Time For Student Responses During Conversations
- Scaffolding Questions And Instructional Language
- Allowing Students To Show Or Use Gestures If Not Yet Able To Produce Oral Language
- Modeled And Shared Writing Activities
- Providing A Student Buddy

Core Instructional and Supplemental Materials:

- District Approved Reading Program: Wonders 2023
- Student Textbook
- Reading/Writing Companion
- Leveled Readers - Suggested: The Dream Team (A), Jack and the Extreme Stalk (O, EL), Charming Ella (B)
- Reading Workstation Activity Cards - Suggested: 1, 2, 3
- Teacher Resource Book

Technology Resources:

Third Party Educational Websites:

CommonLit
Kahoot
Actively Learn
Safe Search Kids
Achieve the Core
Readworks
Brain Pop

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- ReadWorks

Supplemental Texts for Students Approaching Grade Level Expectations

- Actively Learn

Supplemental Texts for Students Exceeding Grade Level Expectations

- CommonLit

Teacher Notes/Reflection:

Unit 2: Informational, Argumentative and Informative/Explanatory Writing	Duration: 30 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	
Reading RI.CI.4.2. Summarize an informational text and interpret the author’s purpose or main idea citing key details from the text. RI.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. Writing W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. B. Provide reasons that are supported by facts from texts and/or other sources. C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). D. Provide a conclusion related to the opinion presented.	

W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
- B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. 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.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.

Speaking and Listening

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

Language

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).

Supporting and Additional Standards

Reading

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.

Language

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

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).

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

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

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

L.WF.4.3. 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.

ELD-LA.4-5.Narrate.Interpretive Interpret language arts narratives by • Identifying a theme from details • Analyzing how character attributes and actions develop across event sequences • Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5.Narrate.Expressive Construct language arts narratives that • Orient audience to context • Develop and describe characters and their relationships • Develop story with complication and resolution, time and event sequences • Engage and adjust for audience

Writing

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.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.

The following Anchor Standards for English Language Arts and select New Jersey Student Learning Standards should be covered throughout the various units of the curriculum.

<https://www.nj.gov/education/standards/>

Primary Interdisciplinary Connections

6.1.5.GoePP.3: Use geographic models to describe how human movement relates to the locations of natural resources and sometimes results in conflict.

6.1.2.Geo.PP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate, and weather, resource availability).

Computer Science and Design Thinking Standards

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

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

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing/Individual Small group
- Open Ended Questions

Other Assessments

Formative

- Quizzes

- Observations
- Engage in discourse/Turn and talk
- Google Slide
- Third party vendors and websites such as:
 - CommonLit
 - Kahoot
 - Actively Learn
 - Read Works
 - Flipgrid
 - Padlet
- iReady

- Exit slips
- Peer/Self Assessments
- Read/Think, Talk
- Strategic Questioning, Ex: “What have you noticed?”
- 1, 2, 3 response
- Flipgrid- Ex: “What have you learned and what do you still have questions on?”
- Kahoot- Ex: Using context clues
- Padlet- “What did you learn? Did your perspective change?”
- Teacher Anecdotal notes describing the elements of the story
- Check-lists
- Narrative Writing Rubrics
- Teacher made rubrics on summarizing the story
- Teacher Observations on using appropriate grammar in their writing
- Student Tracking Chart on answering A & B Type questions when finding and supporting the theme of a story

Summative

- Unit Assessment
- Final Processed Writing Piece

Benchmark

- Benchmark Assessments

Alternative

- Portfolio on writing process pieces
- [CommonLit](#) for reading passages and quizzes
- Kahoot for games on current skills
- [Actively Learn](#) free reading passages

	• Learn Zillion ELA to explain current skills • Book Adventure for “I Pick” pick books • Read Works for reading passages and questions • TeachHub- Video Writing Prompts for videos of lessons • Achieve the Core for lessons on current skills • BrainPop for lessons and quizzes on current skills
Knowledge and Skills	
Content	Skills
Unit Essential Questions • What are the key elements of a summary of an informational text? • How can you determine the author’s purpose in an informational text? What text evidence supports your interpretation? • What strategies can you use to identify the main idea of an informational text? • How do individuals influence the outcome of historical events as described in texts? • How can writers effectively present and support their opinions on topics or texts? • What strategies help writers organize their opinion pieces to clearly articulate their viewpoints and support them with reasons and information? Enduring Understandings • Readers explain events, ideas, or concepts in a historical text, including what happened and why, based on specific information in the text. • Readers determine the meaning of general academic and domain-specific words or phrases in a text relevant to the	Students will be able to... • Explain how events in a historical text are connected by using text details • Explain the effects of a particular event • Use a chart to record events from a text and infer their causes • Analyze and evaluate in writing the effects of various inventions • Determine the meaning of unfamiliar words in an informational text, using word parts and context clues • Explain to a small group how word parts and context clues can be used to figure out the meaning of a word • Identify key details in a text • Use key details to determine and support the main idea of an informational text • Record key details in a chart to figure out the main idea of a text • Agree or disagree with a partner about the main idea of a text and explain why • Identify the main idea and key details of a text • Summarize a text using the main idea and key details • Negotiate the importance of details with a partner to

subject area.

- Readers determine the main idea of a text and explain how it is supported by key details.
- Writers use their ability to recount the key details and explain how they support the main idea in order to construct a written summary of the text.

determine which ideas to include a summary

- Record the main idea and key details of a text in a graphic organizer and use it to write a summary

Orient audience to context through... ■ Expanded noun groups to state who or what the narrative is about ■ A variety of sentence types to establish the context e.g., questions, statements, dialog ("We must think only of the things that we must do," the old lady said.) ■ Adverbial and prepositional phrases to establish time and location (During the last century, Last Tuesday, On Saturn's second outer ring, High above the city) ■ Statements and questions to foreshadow or state complication (Would her dream ever come true? She knew not to give up.) Develop and describe characters and their relationships through... ■ Verbs to describe character behaviors (raced, explored), thoughts (wondered, believed), feelings (hoped, longed for), speech (mumbled, screamed, questioned) ■ Expanded noun groups to add description and detail (seven powerful kings, curly-haired baby girl) ■ Expanded verb groups to show relationship between characters (Uncle smiled lovingly at his nephew. She whispered angrily into Sonia's ear.) ■ Saying, thinking, and feeling dialog verbs to add nuance to characters' relationships ■ Pronouns, demonstrative, renaming, synonyms to reference characters or ideas across the text (he, his; these, this; Zeus=Greek God=King of Mt. Olympus) Section 3: Grade-Level Cluster Materials 113 Develop story with complication and resolution, time and event sequences through... ■ Dependent clauses to add details (the race, which only happened every four years) ■ A variety of verb tenses to locate events in time, including dialog ("Where are you going?" I asked.) ■ Connectors to sequence time (later that night), and

	events (While the game was on, we slipped out.) ■ Statements to provide closure, evaluate experience, or summarize narrative (finally, it was over, the experience was enlightening, there are some things that can't be seen but only felt.) Engage and adjust for the audience through... ■ Evaluative word choices to describe author's attitudes (awesome, scared, mean, enjoyed the time, most people) ■ Literary devices to enrich the narrative, including simile (as cool as a cucumber), personification, alliteration (lounging lizard), sensory words/phrases (tingling), onomatopoeia (ZAP!) ■ Tone of voice, gesturing, acting behaviors to adjust for audience ■ Language to address reader/listener and draw them in (Listen while I tell you the most amazing story)
Instructional Plan	
Suggested Activities	Resources
Voice -Read aloud: "Bugs in my Hair!" -Establishing a tone, conveying the purpose, creating a connection to the audience, taking risks to create voice Processed Writing: Informational using 3 sources Diversity & Inclusion: Writing: Prose constructed response Students are learning how to build on others' ideas in creative ways. Students are learning about inventors who had to persevere through social challenges in order to overcome existing societal ideals.	Resources for on-grade students: ● Story Map Organizer with sentence stems for a narrative writing piece ● Word banks with vocabulary words ● Partners/Pairs (Ex: Turn and Talk) ● Anchor Charts with key words to support the organization of narrative writing Resources for students approaching grade level expectations: ● Inverted Triangle Graphic Organizer partially filled out by teachers for a narrative writing piece ● Highlighters to identify key words to support comprehension ● Readers for fluency Resources for students exceeding grade level expectations

Introduction: Preview the book with your students. *Based on the title and illustrations, what do you think the story will be about?* Ask students to picture a garden in their mind. If needed, prompt them to consider what colors or sizes their plants might be. Discuss what the world would be like if everyone were the same. What are the benefits of diversity? What are some things that make you yourself?

Whole group: Students will listen to Just Ask by Sonia Sotomayor. Stop to ask questions to check for understanding. Example for page 2: What does Sonia want you to know about kids? How are kids different? What does Sonia want you to do if you are curious about someone else? (All kids are different, just like things that grow in a garden are different. Sometimes differences are easy to spot, and sometimes you can't see why kids are different).

Independent: Students will create a class book based off of the story. Each student in the class will write one page introducing themselves and explaining something that makes them unique. Students can also complete Just Ask Activities when they are finished.

Closure: Students will share their page with the class. Students will choose at least two students to offer positive, meaningful feedback to.

- Compare and contrast characters motivations using a T chart
- Encourage self assessment using teacher made rubrics for a narrative writing

Useful links / online resources

- Print Material
- White board
- Computer
- Smart Board
- iPads/Laptops
- ELMO Document Reader
- District Approved and Selected novels
- Picture Books
- Achieve the Core
- NJDOE Rubric for Narrative Writing
- NJDOE Rubric for PCRs
- Types of Writing on BRAIN POP

Suggested Options for Differentiation

English Language Learners

- Visuals
- Gesturing
- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson
- Total physical response (TPR) activities
- Cloze activities
- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Choral chanting
- Small group instruction / cooperative learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Follow all IEP modifications
- Model assignments
- Provide Brain Breaks such as count to 10
- Chunk assignments
- Use visuals such as stop sign
- Introduce key vocabulary before lesson

- Teacher reads assignments orally to support comprehension
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Songs found on educational YouTube channels
- Assign a picture or movement to vocabulary words
- Small group instruction
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Scribe for students who can’t write
- Technology resources
- Website: Goal Book App

504 Plans

- Follow all IEP 504 plan modifications
- Provide Picture Instructions
- Small Group Instruction-
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

Gifted and Talented

- Encourage upper level intellectual behavior based on Bloom’s Taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities
- Use leveled texts and offer an advanced reader reading list

- 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 enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy”
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provided needed academic resources

Multilingual Learners

- Differentiate instruction and classroom assessment as guided by the [WIDA English Language Development Standards Framework, 2020 Edition](#).
- Follow the Individualized Educational Plans (IEP) for ML Special Education (SE) students.
- Encourage the ML student to use oral language. Discussions, especially pair-work, allow students to expand language usage in listening and speaking.
- Allow MLs to clarify ideas, make sense of their previous statements and elaborate on their views with specific explanations.

- Use wait time for MLs to express their ideas in class.
- Graphic organizers, color-coded anchor charts, word walls with visual imagery, and breakdown techniques for decoding dense mathematical word problems
- Structured talk protocols (Think-Pair-Share, Numbered Talks) and word banks
- Visuals
- Gesturing
- Use Of Realia and Manipulatives
- Simplified Language / Teacher Talk / Thinking Aloud
- Graphic Organizers (webs)
- Frequently Check For Understanding
- Personal Word Walls / Word Rings
- Sound Wall
- Introducing Key Vocabulary Before Lesson
- Total Physical Response (tpr) Activities
- Cloze Activities
- Teacher Modeling
- Pattern Sentences (speaking And/or Writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations
- Scaffolding Questions And Instructional Language
- Allowing Students To Show Or Use Gestures If Not Yet Able To Produce Oral Language
- Modeled And Shared Writing Activities
- Providing A Student Buddy

Core Instructional and Supplemental Materials:

- District Approved Reading Program: Wonders 2023
- Student Textbook

- Reading/Writing Companion
- Leveled Readers - Suggested: A Day in the Senate (A, O, EL, B)
- Reading Workstation Activity Cards - Suggested: 7, 8, 9, 10, 17
- Teacher Resource Book

Technology Resources:

Third Party Educational Websites:

CommonLit
Kahoot
Actively Learn
Safe Search Kids
Achieve the Core
Readworks
Brain Pop

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- ReadWorks

Supplemental Texts for Students Approaching Grade Level Expectations

- Actively Learn

Supplemental Texts for Students Exceeding Grade Level Expectations

- CommonLit

Teacher Notes/Reflection:

Unit 3: Informational, Evidence Writing	Duration: 30 days
Standards/Learning Targets	
Focus Standards (Major Standards)	

Reading

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

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

Speaking and Listening

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

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

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).

Supporting and Additional Standards

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.

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

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

RI.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.

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

- A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.

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

L.WF.4.3. 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.

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- 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).

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).

ELD-LA.4-5.Inform.Interpretive Interpret informational texts in language arts by • Identifying and summarizing main ideas and key details • Analyzing details and examples for key attributes, qualities, and characteristics • Evaluating the impact of key word choices in a text

ELD-LA.4-5.Inform.Expressive Construct informational texts in language arts that • Introduce and define topic and/or entity for audience • Establish objective or neutral stance • Add precision and details to define, describe, compare, and classify topic and/or entity • Develop coherence and cohesion throughout text

Writing

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.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

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.

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Primary Interdisciplinary Connections

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted

Computer Science and Design Thinking Standards

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

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

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

Evidence of Student Learning

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- Conferencing/Individual Small group
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- Kahoot- Ex: Using context clues
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- iReady

- Teacher Anecdotal notes describing the elements of the story
- Check-lists
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- Benchmark assessments

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- Learn Zillion ELA to explain current skills
- [Book Adventure](#) for “I Pick” pick books
- [Read Works](#) for reading passages and questions
- TeachHub- Video Writing Prompts for videos of lessons
- Achieve the Core for lessons on current skills
- BrainPop for lessons and quizzes on current skills

Knowledge and Skills

Content	Skills
Unit Essential Questions • How can details and examples from informational texts be used as evidence to explain what the text explicitly states? How does this help in understanding the main ideas of the text? • Why is it important to make connections between details and our own background knowledge when drawing inferences from informational texts? • What strategies can we use to compare and contrast multiple accounts of the same event or topic? How do these different perspectives enhance our understanding? • How do we gather relevant information effectively from both print and digital sources for research purposes? What tools and techniques help us organize and prioritize this information? • Why is it essential to evaluate the reliability and credibility of sources when gathering information from print and digital sources? How does this impact the quality of our research? Enduring Understandings • Readers are able to use context clues in order to determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (ex: Herculean). • Readers are able to ask and answer questions and refer to details and examples when explaining what the text says explicitly and when drawing inferences from the text.	Students will be able to... • Determine the meaning of unfamiliar words in a text • Understand allusions to other characters and stories • Describe how word parts, context clues, and background information can be used to determine word meaning • Explain the significance of an allusion in writing • Ask and answer questions for a mock interview with the main character • Make inferences by combining what the text says with what the text says with what is already known • Support inferences with details from the text • Combine details from the text with what is known to make inferences, using graphic organizers • Justify inferences about a character with supporting details during partner discussion • Explain in writing how people create maps of new places • Analyze the type of information included in firsthand and secondhand accounts • Compare firsthand and secondhand accounts of the same topic or event • Explore a firsthand account and describe the personal details the author shares • Use graphic organizers to compare accounts Introduce and define topic and/or entity for audience through... ■ Descriptive titles and generalized nouns to introduce topic and/or entity (Sea Turtles, The Human Body, Rainforest Mammals) ■ Opening statements to identify type of information (describing, comparing/contrasting, classifying, defining) ■ Relating verbs (have, be, belong to, means, represents, is

- Readers can compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

called) to define or describe topic and/or entity (Marsupials are mammals that carry their babies in a pouch.) ■ Timeless present verbs (carries, travels, swims) to indicate generalizable nature of information Establish objective or neutral stance through... ■ Declarative statements to provide objective, factual information ■ Technical word choices to add precise and descriptive information without evaluative language (the red-bellied piranha versus the terrifying piranha) ■ Generalized nouns to identify class of things (marine life versus dolphins, sea turtles) ■ Reporting devices to integrate sourced information into saying verbs (said, reported, claims), direct and indirect quotes Add precision and details to define, describe, compare, and classify topic and/or entity through... ■ Adverbial and prepositional phrases to specify times and location (every year, during the 17th century, in the North Atlantic, throughout Australia) ■ Comparing/contrasting connectors to differentiate between entities or components (unlike/ like, fewer/more than, however, likewise) ■ Variety of structures (past tenses, embedded clauses, passive voice, complex sentences) to report on past events ■ Expanded noun groups and adjectives to add details to the concept or entity (spherical ball of rocks or gas), and to classify or qualify information (environmental threats, greenhouse gasses) ■ Visuals (graphs, labeled diagrams, photos) to support key details Develop coherence and cohesion throughout text through... ■ Pronouns, demonstratives, synonyms, and renaming to reference and link ideas/entities across sections of text (his, he; these, this; tornado=natural disaster; Orca=ocean mammal=killer whale) ■ Ellipsis to reduce repetition and redundancy (Scientists asked legislators to make changes to protect turtles and they did [make the changes]) ■ Topic nouns to begin sentences or paragraphs across text ■

	Nominalizations to represent abstract concepts (Leatherbacks are declining=this decline in population)
Instructional Plan	
Suggested Activities	Resources
Ideas -Read aloud: “If Kids Ran the World” -Finding a topic, focusing the topic, developing the topic, using details Reading Skill: Lesson: Compare and Contrast Lesson Research: Holocaust Activity 6.1.5.CivicsPD.3: <u>I Do</u>: Display the Elie Wiesel quotation at the top of the <u>Close Reading Worksheet</u> and discuss <u>We Do</u>: Watch the <u>BrainPop</u> movie about Wiesel <u>They Do</u> : Complete a story map about Wiesel’s life and produce and a mini-documentary about her life	Resources for on-grade students: ● Story Map Organizer with sentence stems for a narrative writing piece ● Word banks with vocabulary words ● Partners/Pairs (Ex: Turn and Talk) ● Anchor Charts with key words to support the organization of narrative writing Resources for students approaching grade level expectations: ● Inverted Triangle Graphic Organizer partially filled out by teachers for a narrative writing piece ● Highlighters to identify key words to support comprehension ● Readers for fluency Resources for students exceeding grade level expectations ● Compare and contrast characters motivations using a T chart ● Encourage self assessment using teacher made rubrics for a narrative writing Useful links / online resources ● Print Material ● White board ● Computer ● Smart Board ● iPads/Laptops ● ELMO Document Reader ● District Approved and Selected novels

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- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson
- Total physical response (TPR) activities
- Cloze activities
- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Choral chanting
- Small group instruction / cooperative learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Follow all IEP modifications
- Model assignments
- Provide Brain Breaks such as count to 10
- Chunk assignments
- Use visuals such as stop sign
- Introduce key vocabulary before lesson
- Teacher reads assignments orally to support comprehension
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Songs found on educational YouTube channels
- Assign a picture or movement to vocabulary words
- Small group instruction -
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Scribe for students who can't write
- Technology resources
- Website: Goal Book App

504 Plans

- Follow all IEP 504 plan modifications
- Provide Picture Instructions
- Small Group Instruction -
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

Gifted and Talented

- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities • use leveled texts and offer an advanced reader reading list
- 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 enrichment 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
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a "buddy"
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provided needed academic resources

Multilingual Learners

- Differentiate instruction and classroom assessment as guided by the [WIDA English Language Development Standards](#)

[Framework, 2020 Edition.](#)

- Follow the Individualized Educational Plans (IEP) for ML Special Education (SE) students.
- Encourage the ML student to use oral language. Discussions, especially pair-work, allow students to expand language usage in listening and speaking.
- Allow MLs to clarify ideas, make sense of their previous statements and elaborate on their views with specific explanations.
- Use wait time for MLs to express their ideas in class.
- Graphic organizers, color-coded anchor charts, word walls with visual imagery, and breakdown techniques for decoding dense mathematical word problems
- Structured talk protocols (Think-Pair-Share, Numbered Talks) and word banks
- Visuals
- Gesturing
- Use Of Realia and Manipulatives
- Simplified Language / Teacher Talk / Thinking Aloud
- Graphic Organizers (webs)
- Frequently Check For Understanding
- Personal Word Walls / Word Rings
- Sound Wall
- Introducing Key Vocabulary Before Lesson
- Total Physical Response (tpr) Activities
- Cloze Activities
- Teacher Modeling
- Pattern Sentences (speaking And/or Writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations
- Scaffolding Questions And Instructional Language
- Allowing Students To Show Or Use Gestures If Not Yet Able To Produce Oral Language
- Modeled And Shared Writing Activities
- Providing A Student Buddy

Core Instructional and Supplemental Materials:

- District Approved Reading Program: Wonders 2023
- Student Textbook
- Reading/Writing Companion
- Leveled Readers - Suggested: Jacob Riis: Champion of the Poor (A, O, EL, B)
- Reading Workstation Activity Cards - Suggested: 11, 18
- Teacher Resource Book

Technology Resources:

Third Party Educational Websites:

CommonLit
Kahoot
Actively Learn
Safe Search Kids
Achieve the Core
Readworks
Brain Pop

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- ReadWorks

Supplemental Texts for Students Approaching Grade Level Expectations

- Actively Learn

Supplemental Texts for Students Exceeding Grade Level Expectations

- CommonLit

Teacher Notes/Reflection:

Unit 4: Literature, Poetry, Informational, Researching Writing	Duration: 30 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	
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. 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.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. Writing W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources. Language 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.

Supporting and Additional Standards

Reading

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

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

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

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

Writing

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.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

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.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.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).

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

- A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- B. Write affixed words that involve a sound or spelling change in the base word.
- C. Spell grade-appropriate words correctly, consulting references as needed.

- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.WF.4.3. 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.

ELD-LA.4-5.Inform.Interpretive Interpret informational texts in language arts by • Identifying and summarizing main ideas and key details • Analyzing details and examples for key attributes, qualities, and characteristics • Evaluating the impact of key word choices in a text

ELD-LA.4-5.Inform.Expressive Construct informational texts in language arts that • Introduce and define topic and/or entity for audience • Establish objective or neutral stance • Add precision and details to define, describe, compare, and classify topic and/or entity • Develop coherence and cohesion throughout text

The following Anchor Standards for English Language Arts and select New Jersey Student Learning Standards should be covered throughout the various units of the curriculum.

<https://www.nj.gov/education/standards/>

Primary Interdisciplinary Connections

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

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

Computer Science and Design Thinking Standards

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

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

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.2: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.

9.4.2.DC.7: Describe actions peers can take to positively impact climate change.

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing/Individual Small group
- Open Ended Questions
- Observations
- Engage in discourse/Turn and talk
- Google Slide
- Third party vendors and websites such as:
 - CommonLit
 - Kahoot
 - Actively Learn
 - Read Works
 - Flipgrid

Other Assessments

Formative

- Quizzes
- Exit slips
- Peer/Self Assessments
- Read/Think, Talk
- Strategic Questioning, Ex: "What have you noticed?"
- 1, 2, 3 response
- Flipgrid- Ex: "What have you learned and what do you still have questions on?"
- Kahoot- Ex: Using context clues

- Padlet
- iReady

- Padlet- “What did you learn? Did your perspective change?”
- Teacher Anecdotal notes describing the elements of the story
- Check-lists
- Writing RubricsTeacher made rubrics on summarizing the story
- Teacher Observations on using appropriate grammar in their writing
- Student Tracking Chart on answering A & B Type questions when finding and supporting the theme of a story

Summative

- Unit Assessment
- Final Processed Writing Piece

Benchmark

- Benchmark assessments

Alternative

- Portfolio on writing process pieces
- [CommonLit](#) for reading passages and quizzes
- Kahoot for games on current skills
- [Actively Learn](#) free reading passages
- Learn Zillion ELA to explain current skills
- [Book Adventure](#) for “I Pick” pick books
- [Read Works](#) for reading passages and questions
- TeachHub- Video Writing Prompts for videos of lessons
- Achieve the Core for lessons on current skills
- BrainPop for lessons and quizzes on current skills

Knowledge and Skills

Content	Skills
Unit Essential Questions • How can details and examples from informational and literary texts be used as textual evidence to explain what the text states? How do these details help us make connections and draw inferences to deepen our understanding? • How do visual or oral representations enhance our understanding of specific descriptions and directions found in literary texts? What connections can be made between textual descriptions and visual/oral representations? • How do different authors from diverse cultures treat similar themes, topics, or patterns of events in their literary texts? • What steps are involved in conducting a short research project that uses multiple reference sources, both print and non-print? How does investigating different aspects of a topic contribute to building knowledge? Enduring Understandings • Readers describe the overall structure (ex: Chronology, comparison) of events, ideas, concepts, or information in a text or part of a text. • Readers explain major differences between poems, drama, and prose, and refer to the structural elements of a drama (ex: Casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. • Writers construct a narrative from another character's point of view from the same text. • Readers compare and contrast the point of view from	Students will be able to... • Identify and describe a chronological structure in a text • Identify and describe a compare-contrast text structure • Understand different ways people in different cultures tell stories • Complete a chart with signal words to analyze a text's chronological structure • Discuss with a partner details from a text that reveal text structure • Identify structural elements of a play and explain how they are helpful for the reader • Analyze the changes in characters, setting, and plot from one act to another • Describe in writing how a character's feelings change from one act to another • Identify the narrator's point of view in a story and the perspectives of characters • Compare first- and third-person points of view and what they reveal about characters • Understand how family members handle situations in which their perspectives differ • Justify ideas about a character's perspective with text evidence • Describe how point of view shapes the way the narrator shows different characters' perspectives • Rewrite a story from the point of view of another character in the story Introduce and define topic and/or entity for audience through... ■ Descriptive titles and generalized nouns to introduce topic and/or entity (Sea Turtles, The Human Body, Rainforest

which different stories are narrated.

Mammals) ■ Opening statements to identify type of information (describing, comparing/contrasting, classifying, defining) ■ Relating verbs (have, be, belong to, means, represents, is called) to define or describe topic and/or entity (Marsupials are mammals that carry their babies in a pouch.) ■ Timeless present verbs (carries, travels, swims) to indicate generalizable nature of information Establish objective or neutral stance through... ■ Declarative statements to provide objective, factual information ■ Technical word choices to add precise and descriptive information without evaluative language (the red-bellied piranha versus the terrifying piranha) ■ Generalized nouns to identify class of things (marine life versus dolphins, sea turtles) ■ Reporting devices to integrate sourced information into saying verbs (said, reported, claims), direct and indirect quotes Add precision and details to define, describe, compare, and classify topic and/or entity through... ■ Adverbial and prepositional phrases to specify times and location (every year, during the 17th century, in the North Atlantic, throughout Australia) ■ Comparing/contrasting connectors to differentiate between entities or components (unlike/ like, fewer/more than, however, likewise) ■ Variety of structures (past tenses, embedded clauses, passive voice, complex sentences) to report on past events ■ Expanded noun groups and adjectives to add details to the concept or entity (spherical ball of rocks or gas), and to classify or qualify information (environmental threats, greenhouse gasses) ■ Visuals (graphs, labeled diagrams, photos) to support key details Develop coherence and cohesion throughout text through... ■ Pronouns, demonstratives, synonyms, and renaming to reference and link ideas/entities across sections of text (his, he; these, this; tornado=natural disaster; Orca=ocean mammal=killer whale) ■ Ellipsis to reduce

	repetition and redundancy (Scientists asked legislators to make changes to protect turtles and they did [make the changes]) ■ Topic nouns to begin sentences or paragraphs across text ■ Nominalizations to represent abstract concepts (Leatherbacks are declining=this decline in population)
Instructional Plan	
Suggested Activities	Resources
Lesson LBGTQ Activity 6.1.2.CivicsCM.3:Scholastic Read the story <i>Bad Case of Stripes</i> <u>I Do:</u> Introduce the elements of the story using an anchor chart <u>We Do:</u> Read the Story <i>Bad Case of Stripes</i> and have students fill our Graphic organizer for the elements of the story and discuss as group <u>They Do:</u> Read another book or story (based on students levels) and fill out graphic organizer that have the similar theme of being yourself and being comfortable in your skin Lesson: Achieve the Core: Narrative Writing On Demand Writing: Lesson: Achieve the Core; What Makes the Best Pet?	Resources for on-grade students: • Magnetic Reading Lexile Readers • Story Map Organizer with sentence stems for a narrative writing piece • Word banks with vocabulary words • Partners/Pairs (Ex: Turn and Talk) • Anchor Charts with key words to support the organization of narrative writing Resources for students approaching grade level expectations: • Magnetic Reading Lexile Readers • Inverted Triangle Graphic Organizer partially filled out by teachers for a narrative writing piece • Highlighters to identify key words to support comprehension • EZ readers for fluency Resources for students exceeding grade level expectations • Magnetic Reading Lexile Readers • Compare and contrast characters motivations using a T chart • Encourage self assessment using teacher made rubrics for a narrative writing Useful links / online resources

- Print Material
- White board
- Computer
- Smart Board
- iPads/Laptops
- ELMO Document Reader
- District Approved and Selected novels
- Picture Books
- Achieve the Core
- NJDOE Rubric for Narrative Writing
- NJDOE Rubric for PCR's
- Types of Writing on BRAIN POP

Suggested Options for Differentiation

English Language Learners

- Visuals
- Gesturing
- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson
- Total physical response (TPR) activities
- Cloze activities
- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Choral chanting

- Small group instruction / cooperative learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
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Special Education

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- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Scribe for students who can’t write
- Technology resources
- Website: Goal Book App

504 Plans

- Follow all IEP 504 plan modifications

- Provide Picture Instructions
- Small Group Instruction-
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

Gifted and Talented

- Encourage upper level intellectual behavior based on Bloom's Taxonomy
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- Use centers and group students according to ability or interest
- Propose interest-based extension activities • use leveled texts and offer an advanced reader reading list
- Use varied modes of pre-assessment and assessment
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- Provide whole group enrichment explorations
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- Debrief students
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- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

Students at Risk of School Failure

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- Use a strong student as a "buddy"
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group

- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provided needed academic resources

Multilingual Learners

- Differentiate instruction and classroom assessment as guided by the [WIDA English Language Development Standards Framework, 2020 Edition](#).
- Follow the Individualized Educational Plans (IEP) for ML Special Education (SE) students.
- Encourage the ML student to use oral language. Discussions, especially pair-work, allow students to expand language usage in listening and speaking.
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- Use wait time for MLs to express their ideas in class.
- Graphic organizers, color-coded anchor charts, word walls with visual imagery, and breakdown techniques for decoding dense mathematical word problems
- Structured talk protocols (Think-Pair-Share, Numbered Talks) and word banks
- Visuals
- Gesturing
- Use Of Realia and Manipulatives
- Simplified Language / Teacher Talk / Thinking Aloud
- Graphic Organizers (webs)
- Frequently Check For Understanding
- Personal Word Walls / Word Rings
- Sound Wall
- Introducing Key Vocabulary Before Lesson
- Total Physical Response (tpr) Activities
- Cloze Activities
- Teacher Modeling
- Pattern Sentences (speaking And/or Writing)

- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations
- Scaffolding Questions And Instructional Language
- Allowing Students To Show Or Use Gestures If Not Yet Able To Produce Oral Language
- Modeled And Shared Writing Activities
- Providing A Student Buddy

Core Instructional and Supplemental Materials:

- District Approved Reading Program: Wonders 2023
- Student Textbook
- Reading/Writing Companion
- Leveled Readers - Suggested: Playground Buddy (A), The Wolves of Yellowstone (O, EL), Standing Guard (B)
- Reading Workstation Activity Cards - Suggested: 5
- Teacher Resource Book

Technology Resources:

Third Party Educational Websites:

CommonLit
Kahoot
Actively Learn
Safe Search Kids
Achieve the Core
Readworks
Brain Pop

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- ReadWorks

Supplemental Texts for Students Approaching Grade Level Expectations

- Actively Learn

Supplemental Texts for Students Exceeding Grade Level Expectations

- CommonLit

Teacher Note/Reflection:

Unit 5: Literature, Poetry, Informational, Researching Writing	Duration: 30 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	
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.AA.4.7. Analyze how authors use facts, details and explanations to develop ideas or support their reasoning. RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.	

Writing

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

Language

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).

Speaking and Listening

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

Supporting and Additional Standards

Reading

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

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

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

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

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

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

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.

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

L.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).

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

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

L.WF.4.3. 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.

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

ELD-LA.4-5.Argue.Interpretive Interpret language arts arguments by • Identifying main ideas • Analyzing points of view about the same event or topic • Evaluating how details, reasons, and evidence support particular points in a text

ELD-LA.4-5.Argue.Expressive Construct language arts arguments that • Introduce and develop a topic clearly; state an opinion • Support opinions with reasons and information • Use a formal style • Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

Writing

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.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.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

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.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.

The following Anchor Standards for English Language Arts and select New Jersey Student Learning Standards should be covered throughout the various units of the curriculum.

<https://www.nj.gov/education/standards/>

6.1.5.CivicsPR.3: Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose

Computer Science and Design Thinking Standards

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

Career Readiness, Life Literacies, and Key Skills

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

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing/Individual Small group
- Open Ended Questions
- Observations
- Engage in discourse/Turn and talk
- Google Slide
- Third party vendors and websites such as:
 - CommonLit
 - Kahoot
 - Actively Learn
 - Read Works
 - Flipgrid
 - Padlet
- iReady

Other Assessments

Formative

- Quizzes
- Exit slips
- Peer/Self Assessments
- Read/Think, Talk
- Strategic Questioning, Ex: “What have you noticed?”
- 1, 2, 3 response
- Flipgrid- Ex: “What have you learned and what do you still have questions on?”
- Kahoot- Ex: Using context clues
- Padlet- “What did you learn? Did your perspective change?”
- Teacher Anecdotal notes describing the elements of the story
- Check-lists
- Writing Rubrics Created by Supervisor
- Teacher made rubrics on summarizing the story
- Teacher Observations on using appropriate grammar in their writing

	• Student Tracking Chart on answering A & B Type questions when finding and supporting the theme of a story Summative Unit Assessment • Final Processed Writing Piece Benchmark • Benchmark assessments CommonLit for reading passages and quizzes • Kahoot for games on current skills • Actively Learn free reading passages • Learn Zillion ELA to explain current skills • Book Adventure for “I Pick” pick books • Read Works for reading passages and questions • TeachHub- Video Writing Prompts for videos of lessons • Achieve the Core for lessons on current skills • BrainPop for lessons and quizzes on current skills
Knowledge and Skills	
Content	Skills
Unit Essential Questions • What are the major differences between poems, drama, and prose? How do the structural elements such as verse, rhythm, meter, casts of characters, settings, descriptions, dialogue, and stage directions contribute to understanding these genres? • How do authors use facts, details, and explanations to develop their ideas or support their reasoning in informational texts?	Students will be able to... • Identify an author’s point about a topic • Explain how reasons and evidence help readers understand an author’s point • Understand how sports have changed over time to increase competitiveness and inclusivity • Locate reasons and evidence that support an author’s point • Use academic terms, such as <i>reasons and evidence</i>, in

- What strategies are effective for gathering relevant information from multiple print and digital sources? How can note-taking, prioritizing, and categorizing information help in organizing research?
- Why is it important to provide a list of sources when gathering information from multiple print and digital sources? How does citing sources contribute to the credibility and transparency of research?

Enduring Understandings

- Readers explain how an author uses reasons and evidence to support particular points in a text.
- Readers integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- Readers explain major differences between poems, drama, and prose, and refer to the structural elements of poems (ex: Verse, rhythm, meter) when writing or speaking about a text

partner discussion

- Gather key ideas, facts, and details from informational texts to answer questions
- Integrate information from two texts on the same topic
- Ask questions and gather information to complete a chart about a text
- Write a response integrating details from two texts
- Describe the structural elements of a poem, including rhyme, repetition, and rhythm
- Understand and use academic terms appropriately in oral and written descriptions of the structural elements of a poem
- Explain a poem's message during small-group discussion

Introduce and develop a topic clearly; state an opinion through... ■ Declarative statements to frame a topic, provide background information, and state opinion (The Proudest Blue provides a great example of being proud of your heritage.) ■ Noun groups (adjectives, embedded clauses) to add description and/or introduce topic (Lance, a first-generation immigrant; Dinner, which was always wonderful) ■ Pronouns, synonyms, renaming subjects to maintain cohesion (they=the new arrivals=immigrants=the foreigners) ■ First person (I think, In my opinion) or third person (this book provides, the author believes) to state an opinion Support opinions with reasons and information through... ■ A variety of clauses (adverbial, embedded) to support opinion and/or claim (quotes, examples, detailed descriptions) ■ Expanded noun and verb groups to add detail (Faizah arrived for her first day of school with a new backpack and light-up shoes.) ■ Connectors to elaborate an idea/interpretation (so, this means, therefore, a way to think about this) ■ Connectors to link claim/opinion with evidence and

	reasoning (because, as a result, when, if, although, but) ■ Modality to express obligation or certainty (might, could, must, need to, have to) Use a formal style through... ■ First person (personal) or third person (neutral) to present point of view (The book tells us that even through difficult times, we can still stick to our culture.) ■ Authoritative declarative sentences to evaluate and interpret events (The Proudest Blue teaches us to be proud of our culture.) ■ Evaluative adjectives and adverbs to add writer's perspective (beautiful, amazing, unfortunately) ■ Emotive or objective language to appeal to logic or feelings (love flowed from everything she made versus she cooked dinner) Logically connect opinions to appropriate supporting evidence, facts, and details; offer a concluding statement or section through... ■ That-clauses to link claim with evidence (This shows that the theme is) ■ Connectors to sequence points in the argument (first, furthermore, as evidenced by) ■ Summary statement to reiterate opinion or encourage a response (I recommend this book, a book to help us remember)
Instructional Plan	
Suggested Activities	Resources
Word Choice -Read aloud: "The Three Little Pigs: And the Somewhat Bad Wolf" -Applying strong verbs, selecting striking words and phrases, using specific and accurate words, choosing words that deepen meaning	Resources for on-grade students: ● Story Map Organizer with sentence stems for a narrative writing piece ● Word banks with vocabulary words ● Partners/Pairs (Ex: Turn and Talk) ● Anchor Charts with key words to support the organization of narrative writing

Extended Research/ Speaking and Listening

History and Contributions of African Americans

Writing: Research based informational text:

Students are learning about fairness in sports.

Build interest: Play highlights of Jackie Robinson's baseball career. Engage in discourse, "What do you notice? What do you wonder? How might this video connect to our lesson this week?"

Introduction: Teacher gauges prior knowledge, "What do you know about the history of sports? Were all people of differing genders, races, ethnicities allowed to participate?" Teacher connects Jackie Robinson's story to the lesson's essential questions (When should a sport change? How can sports bring out the best in people? How do sports make us feel?)

Partner research: Students will conduct research to gather important information about the influential African American, Jackie Robinson. Students will use search.kidzsearch.com to answer guiding questions, "Who is Jackie Robinson? When and where did he live? What was society like during this time period? What challenges do you think he faced? Why was he very influential to history? How has he been recognized?"

Independent: Students will compose an informational text using information they compiled through research to explain Jackie Robinson's influence on American sports and societal challenges. Students should include text features/visuals: timeline, image, caption, etc.

Closure: Students will participate in a gallery walk where they will read and observe their peers' work. Students will choose

Resources for students **approaching** grade level expectations:

- Inverted Triangle Graphic Organizer partially filled out by teachers for a narrative writing piece
- Highlighters to identify key words to support comprehension
- EZ readers for fluency

Resources for students **exceeding** grade level expectations

- Compare and contrast characters motivations using a T chart
- Encourage self assessment using teacher made rubrics for a narrative writing

Useful links / online resources

- Print Material
- White board
- Computer
- Smart Board
- iPads/Laptops
- ELMO Document Reader
- District Approved and Selected novels
- Picture Books
- Achieve the Core
- NJDOE Rubric for Narrative Writing
- NJDOE Rubric for PCRs
- Types of Writing on BRAIN POP

two students to offer positive feedback along with something they learned.

On Demand Writing:

Post various paintings and discuss with the students the mood of the pictures by noticing the colors the artist used. Ex. Why did the artist use red? What does he/she want you to feel? How do they feel about this topic

Suggested Options for Differentiation

English Language Learners

- Visuals
- Gesturing
- Use of realia and manipulatives
- Simplified language / teacher talk / thinking aloud
- Graphic organizers
- Frequently check for understanding
- Personal word walls / word rings
- Introducing key vocabulary before lesson
- Total physical response (TPR) activities
- Cloze activities
- Teacher modeling
- Pattern sentences (speaking and/or writing)
- Choral chanting

- Small group instruction / cooperative learning
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Follow all IEP modifications
- Model assignments
- Provide Brain Breaks such as count to 10
- Chunk assignments
- Use visuals such as stop sign
- Introduce key vocabulary before lesson
- Teacher reads assignments orally to support comprehension
- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Songs found on educational YouTube channels
- Assign a picture or movement to vocabulary words
- Small group instruction - guided reading and guided writing
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- Flexible grouping
- Allow answers to be given orally or dictated
- Have students repeat what was said
- Scribe for students who can't write
- Technology resources
- Website: Goal Book App

504 Plans

- Follow all IEP 504 plan modifications

- Provide Picture Instructions
- Small Group Instruction-
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

Gifted and Talented

- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities • use leveled texts and offer an advanced reader reading list
- 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 enrichment 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
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a "buddy"
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group

- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provided needed academic resources

Multilingual Learners

- Differentiate instruction and classroom assessment as guided by the [WIDA English Language Development Standards Framework, 2020 Edition](#).
- Follow the Individualized Educational Plans (IEP) for ML Special Education (SE) students.
- Encourage the ML student to use oral language. Discussions, especially pair-work, allow students to expand language usage in listening and speaking.
- Allow MLs to clarify ideas, make sense of their previous statements and elaborate on their views with specific explanations.
- Use wait time for MLs to express their ideas in class.
- Graphic organizers, color-coded anchor charts, word walls with visual imagery, and breakdown techniques for decoding dense mathematical word problems
- Structured talk protocols (Think-Pair-Share, Numbered Talks) and word banks
- Visuals
- Gesturing
- Use Of Realia and Manipulatives
- Simplified Language / Teacher Talk / Thinking Aloud
- Graphic Organizers (webs)
- Frequently Check For Understanding
- Personal Word Walls / Word Rings
- Sound Wall
- Introducing Key Vocabulary Before Lesson
- Total Physical Response (tpr) Activities
- Cloze Activities
- Teacher Modeling
- Pattern Sentences (speaking And/or Writing)

- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations
- Scaffolding Questions And Instructional Language
- Allowing Students To Show Or Use Gestures If Not Yet Able To Produce Oral Language
- Modeled And Shared Writing Activities
- Providing A Student Buddy

Core Instructional and Supplemental Materials:

- District Approved Reading Program: Wonders 2023
- Student Textbook
- Reading/Writing Companion
- Leveled Readers - Suggested: Saving the Green Bird (A), The Prince Who Could Fly (O, EL), Behind the Trapdoor (B)
- Reading Workstation Activity Cards - Suggested: 25, 27, 28
- Teacher Resource Book

Technology Resources:

Third Party Educational Websites:

CommonLit
Kahoot
Actively Learn
Safe Search Kids
Achieve the Core
Readworks
Brain Pop

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- ReadWorks

Supplemental Texts for Students Approaching Grade Level Expectations

- Actively Learn

Supplemental Texts for Students Exceeding Grade Level Expectations

- CommonLit

Teacher Note/Reflection:

Unit 6: Literature, Informational, Argumentative Writing	Duration: 30 Days
Standards/Learning Targets	
Focus Standards (Major Standards)	
Reading RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures. RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.	

Writing

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

Language

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.

Speaking and Listening

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

Supporting and Additional Standards

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.

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

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

RI.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.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.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.

Language

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

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

L.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).

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

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

L.WF.4.3. 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).

ELD-LA.4-5.Argue.Interpretive Interpret language arts arguments by • Identifying main ideas • Analyzing points of view about the same event or topic • Evaluating how details, reasons, and evidence support particular points in a text

ELD-LA.4-5.Argue.Expressive Construct language arts arguments that • Introduce and develop a topic clearly; state an opinion • Support opinions with reasons and information • Use a formal style • Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

Speaking and Listening

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

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.

The following Anchor Standards for English Language Arts and select New Jersey Student Learning Standards should be covered throughout the various units of the curriculum.

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Primary Interdisciplinary Connections

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

Computer Science and Design Thinking Standards

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

Career Readiness, Life Literacies, and Key Skills

9.1.2.PB.1: Determine various ways to save and places in the local community that help people save and accumulate money over time

9.1.2.PB.2: Explain why an individual would choose to save money.

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing/Individual Small group
- Open Ended Questions
- Observations
- Engage in discourse/Turn and talk
- Google Slide
- Third party vendors and websites such as:
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Other Assessments

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- Narrative Writing Rubrics Created by Supervisor
- Teacher made rubrics on summarizing the story
- Teacher Observations on using appropriate grammar in their writing
- Student Tracking Chart on answering A & B Type questions when finding and supporting the theme of a story

	Summative • Unit Assessment • Final Processed Writing Piece Benchmark • Benchmark Assessments Alternative • Portfolio on writing process pieces • CommonLit for reading passages and quizzes • Kahoot for games on current skills • Actively Learn free reading passages • Learn Zillion ELA to explain current skills • Book Adventure for “I Pick” pick books • Read Works for reading passages and questions • TeachHub- Video Writing Prompts for videos of lessons • Achieve the Core for lessons on current skills • BrainPop for lessons and quizzes on current skills
Knowledge and Skills	
Content	Skills
Unit Essential Questions • What similarities and differences can we find in the portrayal of common topics across authors from various backgrounds? • How do authors from different cultures use events within their stories to communicate their perspectives on a shared theme?	Students will be able to... • Compare and contrast themes, topics, and patterns of events in myths from different cultures • Use a story map to compare myths and write about the similarities and differences in a short response • Justify ideas about why many cultures tell similar stories • Understand information in timelines, graphs, diagrams, and charts • Explain how visuals support understanding of a text

- What can we learn about cultural values and beliefs by comparing the way similar themes are handled in texts from different authors?
- How does the structure of a text help in understanding the sequence of events or the relationship between ideas and concepts?
- How can identifying the text structure aid our comprehension and retention of key information presented by the author?
- How can we effectively use multiple sources to gather information on a specific topic for a research project?

Enduring Understandings

- Readers compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures
- Readers interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
- Readers describe the overall structure (ex: Cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text

- Compare and contrast information from text and visuals, using a graphic organizer
- Use complete sentences to tell a partner how timelines, graphs, diagrams, and charts support understanding
- Identify and describe a problem-solution structure in a text or part of a text
- Identify and describe a cause-effect structure in a text or part of a text
- Use academic vocabulary to describe the structure of part or all of a text
- Explain in writing how authors use text structure to organize information
- Justify opinions about solar power in partner discussion, using sentence frames

Introduce and develop a topic clearly; state an opinion through... ■ Declarative statements to frame a topic, provide background information, and state opinion (The Proudest Blue provides a great example of being proud of your heritage.) ■ Noun groups (adjectives, embedded clauses) to add description and/or introduce topic (Lance, a first-generation immigrant; Dinner, which was always wonderful) ■ Pronouns, synonyms, renaming subjects to maintain cohesion (they=the new arrivals=immigrants=the foreigners) ■ First person (I think, In my opinion) or third person (this book provides, the author believes) to state an opinion Support opinions with reasons and information through... ■ A variety of clauses (adverbial, embedded) to support opinion and/or claim (quotes, examples, detailed descriptions) ■ Expanded noun and verb groups to add detail (Faizah arrived for her first day of school with a new backpack and light-up shoes.) ■ Connectors to elaborate an idea/interpretation (so, this means, therefore, a way to think

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Instructional Plan	
Suggested Activities	Resources

Reading Skill:
Climate Change

Writing: Research based informational text

Students are learning about renewable and nonrenewable resources.

Build interest: Students complete KWL chart. What does the word conservation mean? What does it mean to conserve water? What do you already know about how to conserve water?

Introduction: Watch the video Water Tips video: Students engage in discourse through turn and talk, “Why is it important to save water? How can you save water?”

Teacher model: Read aloud the article about water tips and model how to take notes and properly annotate.

Partner research: Students read articles using safesearchkids.com. Students take notes and annotate important information. Students engage in discourse: “What are new ways we can save water? How does conserving water help save our environment? What examples did you read about in the articles?”

Independent: Students will write about why it is important to save water and reference articles they have researched. Students may include text features/visuals: diagram, image, caption, etc.

Resources for **on-grade** students:

- Story Map Organizer with sentence stems for a narrative writing piece
- Word banks with vocabulary words
- Partners/Pairs (Ex: Turn and Talk)
- Anchor Charts with key words to support the organization of narrative writing

Resources for students **approaching** grade level expectations:

- Inverted Triangle Graphic Organizer partially filled out by teachers for a narrative writing piece
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Useful links / online resources

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- Introducing key vocabulary before lesson
- Total physical response (TPR) activities
- Cloze activities
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- Pattern sentences (speaking and/or writing)
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- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing students to show or use gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Follow all IEP modifications
- Model assignments
- Provide Brain Breaks such as count to 10
- Chunk assignments
- Use visuals such as stop sign
- Introduce key vocabulary before lesson

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- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
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504 Plans

- Follow all IEP 504 plan modifications
- Provide Picture Instructions
- Small Group Instruction -
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

Gifted and Talented

- Encourage upper level intellectual behavior based on Bloom’s Taxonomy
- Do not always be explicit, allow for discovery
- Use centers and group students according to ability or interest
- Propose interest-based extension activities • use leveled texts and offer an advanced reader reading list
- 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 enrichment 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
- Ask higher order thinking questions using
- Discovery learning instead of explicit learning
- Use centers and group students according to ability or interest

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy”
- Use books on tape
- Allow extra time to complete assignments or tests
- Work in a small group
- One on one instruction
- Provide immediate praise and feedback
- Provide high interest topics
- Create a nurturing environment
- Provide visuals
- Be flexible with assignments and time frames
- Provided needed academic resources

Multilingual Learners

- Differentiate instruction and classroom assessment as guided by the [WIDA English Language Development Standards Framework, 2020 Edition](#).
- Follow the Individualized Educational Plans (IEP) for ML Special Education (SE) students.
- Encourage the ML student to use oral language. Discussions, especially pair-work, allow students to expand language usage in listening and speaking.
- Allow MLs to clarify ideas, make sense of their previous statements and elaborate on their views with specific explanations.
- Use wait time for MLs to express their ideas in class.

- Graphic organizers, color-coded anchor charts, word walls with visual imagery, and breakdown techniques for decoding dense mathematical word problems
- Structured talk protocols (Think-Pair-Share, Numbered Talks) and word banks
- Visuals
- Gesturing
- Use Of Realia and Manipulatives
- Simplified Language / Teacher Talk / Thinking Aloud
- Graphic Organizers (webs)
- Frequently Check For Understanding
- Personal Word Walls / Word Rings
- Sound Wall
- Introducing Key Vocabulary Before Lesson
- Total Physical Response (tpr) Activities
- Cloze Activities
- Teacher Modeling
- Pattern Sentences (speaking And/or Writing)
- Choral Chanting
- Small Group Instruction / Cooperative Learning
- Allowing For Additional Wait Time For Student Responses During Conversations
- Scaffolding Questions And Instructional Language
- Allowing Students To Show Or Use Gestures If Not Yet Able To Produce Oral Language
- Modeled And Shared Writing Activities
- Providing A Student Buddy

Core Instructional and Supplemental Materials:

- District Approved Reading Program: Wonders 2023
- Student Textbook
- Reading/Writing Companion
- Leveled Readers - Suggested: Changing Landscapes (A, O, EL, B)

- Reading Workstation Activity Cards - Suggested: 7, 8, 9, 10
- Teacher Resource Book

Technology Resources:

Third Party Educational Websites:

CommonLit
Kahoot
Actively Learn
Safe Search Kids
Achieve the Core
Readworks
Brain Pop

Supplemental Texts / Materials for Students On-Grade / Meeting Expectations

- ReadWorks

Supplemental Texts for Students Approaching Grade Level Expectations

- Actively Learn

Supplemental Texts for Students Exceeding Grade Level Expectations

- CommonLit

Teacher Note/Reflection: