Wall Township Public Schools	Board Approval Date: 8/18/26

Grade 4 ELA

The Grade 4 Magnetic Reading curriculum develops students into thoughtful readers, writers, speakers, and researchers through a rich balance of literature and informational texts. Across six thematic units, students explore ecosystems, storytelling, historical events, symbolism, evaluating evidence, and natural disasters while strengthening their ability to analyze texts, cite evidence, determine theme and main ideas, compare multiple sources, and communicate ideas effectively. Throughout the year, students engage in explanatory, opinion, narrative, and research writing, participate in collaborative discussions, expand academic vocabulary and language skills, and apply reading, writing, speaking, and critical thinking skills to authentic, inquiry-based learning experiences.

Course Sequence & Pacing

Unit Title	MP/Weeks
Unit 1: Keystone Species In this six-week unit, students investigate how living things are interconnected within ecosystems. Using scientific texts, narrative nonfiction, infographics, a timeline, and adventure fiction, students examine the reintroduction of wolves to Yellowstone, the role of other keystone species, and the practice of rewilding. Students conclude the unit by writing a four-paragraph explanatory essay about how wolves and another keystone species affect Yellowstone's ecosystem.	Weeks 1-6 30 days
Unit 2: Storytellers In this six-week unit, students explore the enduring role of storytelling in preserving culture, history, and identity. Through science fiction, historical fiction, poetry, informational texts, visual texts, and traditional stories from diverse cultures, students examine how stories evolve over time while continuing to connect people across generations. The unit culminates in a four-paragraph literary analysis in which students explain how storytelling in *The Last Cuentista* reveals the story's theme.	Weeks 7 - 12 30 days
Unit 3: Art and the Great Depression In this six-week unit, students examine how art, literature, music, and poetry reflect the experiences of people during the Great Depression and Dust Bowl. Through poems, song lyrics, historical fiction, biographies, informational texts, photographs, and paintings, students analyze how authors and artists communicate theme and portray historical events. The unit culminates in a five-paragraph opinion essay in which students compare the themes of Donald Justice's *Pantoum of the Great Depression* and Woody Guthrie's *The Great Dust Storm* and evaluate which author most effectively develops the theme using textual evidence.	Weeks 13-18 30 days
Unit 4: Free as a Bird In this six-week unit, students explore how authors use symbolism to communicate deeper meanings across fairy tales, folktales, legends, poetry, drama, realistic fiction, and informational texts. Through the study of birds as symbols of freedom, hope, change, connection, and	Weeks 19-24 30 days

resilience across cultures, students analyze literary elements, compare texts presented in multiple formats, and examine how symbolism develops theme. The unit culminates in a narrative writing task in which students create an original story featuring a bird that symbolizes an important idea or theme, incorporating narrative elements, dialogue, description, and precise language.	
Unit 5: Cryptids: Fact or Fiction In this six-week unit, students investigate cryptozoology by examining myths, legends, informational texts, photographs, maps, and scientific explanations about legendary creatures such as the Kraken, Bigfoot, dragons, and Sasquatch. Students learn to distinguish between reliable and unreliable evidence, evaluate the strength of claims, and analyze how scientific evidence has changed theories over time. The unit culminates in a five-paragraph opinion essay in which students defend their theory about what the Kraken really is using evidence from multiple unit texts.	Weeks 25-30 30 days
Unit 6: Fire and Ash In this six-week unit, students investigate the science of volcanoes and their impact on people and the environment by reading scientific texts, historical fiction, memoirs, firsthand accounts, myths, timelines, and visual texts. Students examine volcanic eruptions from both scientific and cultural perspectives, explore how ecosystems recover following volcanic events, and integrate information from multiple sources to create a multimedia research presentation explaining how volcanoes affect life on Earth.	Week 31-36 30 days

Unit 1: Keystone Species

Stage 1: Desired Results

Unit 1: Keystone Species

Unit Summary: In this six-week unit, students investigate how living things are interconnected within ecosystems. Using scientific texts, narrative nonfiction, infographics, a timeline, and adventure fiction, students examine the reintroduction of wolves to Yellowstone, the role of other keystone species, and the practice of rewilding. Students conclude the unit by writing a four-paragraph explanatory essay about how wolves and another keystone species affect Yellowstone's ecosystem.

Unit 1 Learning Targets

NJSLS Grade 4 ELA

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.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
B. Choose words and phrases to convey ideas precisely.
C. Choose punctuation for effect.
D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g.,

small-group discussion).

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

A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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

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

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

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

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

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

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.

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

W.IW.4.2. 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.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.

W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
B. Follow agreed-upon rules for discussions and carry out assigned roles.
C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.6 Use appropriate sources and evidence to support ideas.

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

Interdisciplinary Connections:

NJSLS Science

- 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
- 4-LS1-2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
- 4-LS1-3 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
- 4-LS1-4 Construct an argument that animals have internal and external structures that support survival, growth, behavior, and reproduction.
- 4-LS2-1 Construct an argument that plants and animals have interdependent relationships in various ecosystems.
- 4-LS2-2 Use a model to describe that animals receive different types of information through their senses...
- 4-LS2-3 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.
- 4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
- 4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

Social Studies

- 6.1.5.GeoPP.2 Explain how people use geographic features and natural resources to make decisions.
- 6.1.5.HistoryUP.2 Compare how different groups adapted to and modified the physical environment.
- 6.1.5.HistoryUP.7 Describe why individuals and groups have chosen to preserve and protect significant places.

AAPI Connections:

The unit contains multiple authentic AAPI connections through texts that explore Asian and Pacific Islander history, culture, and traditions, including:

- **The Ballad of Mulan: The Legend Lives On** (Chinese folklore)
- **"Poem of Mulan"** (Chinese poetry)
- **Hula: Keeping a Tradition Fresh** (Native Hawaiian culture and language)
- **Cy Thao, Story Painter** (Hmong culture and artistic traditions)

These texts highlight the preservation of cultural identity through storytelling, art, language, and performance.

DEI Connections:

- The unit intentionally explores diverse cultural perspectives through literature and informational texts representing Indigenous peoples, Chinese traditions, Native Hawaiian culture, Hmong communities, West African griots, Costa Rican Indigenous storytelling, and Hispanic storytelling traditions in *The Last Cuentista*. Students examine how storytelling preserves cultural identity, heritage, language, and traditions while recognizing the diverse ways communities pass knowledge from one generation to the next.

Learning Targets

Unit Essential Questions:

- How is everything in nature connected?
- Why are some species more important than others in maintaining a healthy ecosystem?
- How can people positively or negatively impact the balance of an ecosystem?

Unit Enduring Understandings:

- Ecosystems are interconnected, and changes to one species can affect an entire ecosystem.
- Keystone species play a critical role in maintaining the balance and health of ecosystems.
- Human actions, including rewilding and conservation efforts, can restore ecosystems over time.
- Scientific texts, diagrams, and informational sources help explain cause-and-effect relationships in nature.

Learning Objectives

Students will be able to:

- Explain how wolves helped restore Yellowstone National Park's ecosystem.
- Describe the role of keystone species within an ecosystem.
- Explain how rewilding can preserve and restore ecosystems.
- Explain ideas presented in scientific texts using textual evidence.
- Summarize informational and literary texts.
- Describe cause-and-effect relationships within ecosystems.
- Describe the structure of informational texts.
- Determine the meaning of unfamiliar words using context clues and Greek and Latin word parts.
- Gather information from multiple texts to support explanatory writing.
- Write an explanatory essay with an introduction, supporting details, transitions, and a conclusion.
- Participate in collaborative discussions using academic language and evidence from texts.

Vocabulary		
Unit Vocabulary • species • ecosystem	**Key Vocabulary** • predator • restore • wilderness • indigenous • precolonial • population • settlers • instinct • dominant • graze • scavenge • territory • food chain • nutrients • producers • consumers • rodents • furiously • ecology • wetland • habitat • dam • keystone species • den • landscape • mournful • contented • surrender • prairie • rival • pollination • attracts • clusters • bioindicators	**Academic Vocabulary** • cause • effect • conjunction • gist statement • base word • prefix • suffix • sequence • preposition • scientific text • run-on sentence • cause-effect relationships • paragraph • explanatory paragraph • cycle • descriptive language • precise language • adventure fiction • first-person narration • inference • dialogue • quotation marks • dialogue tags • summarize • topic • main idea • text structure • cause-effect text structure • sequential text structure • appositive • summary • compare • contrast • homophones

	• migrating • engineers • structures • amphibians • domino effect • rewilding • biodiversity	• direct quotation

Stage 2: Evidence of Student Learning

Formative Assessments:

- Close reading of informational and literary texts
- Text-dependent questions
- Collaborative discussions
- Writer's Craft lessons focused on explanatory writing
- Writing explanatory paragraphs
- Summarizing informational texts
- Explaining ideas presented in scientific texts
- Explaining main ideas
- Making inferences
- Analyzing text structure
- Support & Extend activities
- Process Writing (Analyze, Plan, Draft, Revise, Publish)
- Module 1 Assessment
- Module 2 Assessment

Summative Assessments:

- **Unit 1 Assessment**
- **End-of-Unit Writing Task:** Write a four-paragraph explanatory essay explaining how keystone species affect the Yellowstone ecosystem using evidence about wolves and one additional keystone species.
- Final Process Writing product (Analyze → Plan → Draft → Revise → Publish)
- Collaborative Discussion Rubric
- Writer's Craft Rubric
- Process Writing Rubric

Common Benchmark Assessments: iReady Inform, DIBELS 8, iReady Literacy Tasks

Core Instructional Resources		
Anchor Texts • ***The Wolves of Yellowstone: A Rewilding Story*** *(Narrative Nonfiction)* **Supporting Texts** • ***People & Yellowstone National Park*** *(Timeline)* • ***Food Chains*** *(Infographic)* • ***The Superpower Field Guide: Beavers*** *(Scientific Text)* • ***A Wolf Called Wander*** *(Adventure Fiction)* • ***Bees Matter*** *(Scientific Text)* • ***Bees as Pollinators*** *(Infographic)*	**Visual & Media Resources** • Unit Media • Timeline: *People & Yellowstone National Park* • Infographic: *Food Chains* • Infographic: *Bees as Pollinators*	**Instructional Resources** • Writer's Craft lessons • Collaborative Discussion tasks • Module Assessments • Unit Assessment • Support & Extend activities • Process Writing lessons (Analyze, Plan, Draft, Revise, Publish)

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

Suggested Strategies and Practices that Support Students with Disabilities:

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

- Follow All IEP Modifications
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction- Guided Reading and Guided Writing
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions

Specific Strategies and Practices that Support English Language Learners:

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

- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions

Students At Risk of Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a “buddy”
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction

Students with 504 Plans:

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

- Follow All 504 Modifications
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- 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

Unit 2: Storytellers

Stage 1: Desired Results

Unit 2: Storytellers

Unit Summary: In this six-week unit, students explore the enduring role of storytelling in preserving culture, history, and identity. Through science fiction, historical fiction, poetry, informational texts, visual texts, and traditional stories from diverse cultures, students examine how stories evolve over time while continuing to connect people across generations. The unit culminates in a four-paragraph literary analysis in which students explain how storytelling in *The Last Cuentista* reveals the story's theme.

Unit 1 Learning Targets

NJSLS Grade 4 ELA 2023

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.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).

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.

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

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

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

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

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

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

RL.TS.4.4. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

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

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

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.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.

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

SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
B. Follow agreed-upon rules for discussions and carry out assigned roles.
C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

- 9.4.5.IML.6: Use appropriate evidence to support ideas.
- 9.4.5.GCA.1: Analyze how local and global cultural practices influence communities.

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

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

Interdisciplinary Connections:

NJSLS Social Studies 2020

6.1.5.HistoryUP.2: Compare how different cultures preserved traditions and passed knowledge from one generation to the next.

6.1.5.HistoryUP.7: A central focus of the unit is understanding that storytelling preserves culture, connects generations, and shapes identity. Students analyze how stories adapt over time while maintaining cultural significance.

NJSLS Visual & Performing Arts 2020

1.5.5.Re7a: Analyze how artistic work communicates meaning.

DEI Connections

- *Discovering the Aliens of the Deep* highlights the work of deep-sea explorer and scientist Edith Widder, and *Explorers of the Deepest Places on Earth* includes Sylvia Earle. Their inclusion provides authentic representation of women in science and exploration.

Learning Targets

Unit Essential Questions:

- How do stories shape our lives? *(Unit Essential Question)*
- Why do people tell stories across different cultures and generations?
- How can stories preserve history, traditions, and identity?
- How do authors use storytelling to communicate important themes?

Unit Enduring Understandings:

- Storytelling preserves cultures, traditions, and history across generations.
- Stories connect people by sharing experiences, values, and perspectives.
- Stories change and adapt over time while continuing to communicate important themes.
- Authors use narrative elements and literary techniques to develop theme and convey meaning.

Learning Objectives

Students will be able to:

- Explain how storytelling preserves culture, history, and traditions.
- Describe how stories change and adapt over time.
- Explain how stories connect people across generations.
- Summarize literary and informational texts.
- Describe characters, settings, and events using textual evidence.
- Explain the theme of literary texts.
- Make inferences using text evidence and prior knowledge.
- Explain narrative elements, including character, conflict, plot, setting, and point of view.
- Compare points of view and perspectives across texts.
- Explain similes, metaphors, and other figurative language.
- Determine the meaning of unfamiliar words using context clues and Greek and Latin word parts.
- Gather information from multiple texts.
- Write a four-paragraph literary analysis explaining how storytelling reveals theme in *The Last Cuentista*.
- Participate effectively in collaborative discussions using academic language and evidence.

Vocabulary		
Unit Vocabulary • tradition • culture • preserve • adapt	**Key Vocabulary** **Module 1** • identical • embrace • time capsules • ancestors • represent • reveal • incredibly • generation • heritage • preservation • craft • rhythm • audience • television **Module 2** • absolutely • distinguish • popular • rival • philosopher • influence • plunge • wriggle • snag • mood • wobble • slur • siblings • elders **Module 3** • revolve • bore • acclimate • furrow	**Academic Vocabulary** • inference • context clues • synonyms • figurative language • idiom • simile • metaphor • base word • prefix • suffix • gist statement • appositive • main idea • key details • introduction • hook • focus statement • ballad • theme • novel in verse • narrative elements • character • setting • conflict • plot • point of view • perspective • direct quotation • explanatory writing • relative pronouns • relative adverbs • science fiction • character traits • motivations • story within a story

	• intention • folklore	• frame story • conclusion • verb tenses • homophones

Stage 2: Evidence of Student Learning
Formative Assessments: • Close reading and text-dependent questions • Writer's Craft lessons • Collaborative discussions • Literary analysis activities • Summaries • Character, setting, and event analysis • Theme analysis • Narrative element analysis • Point of view and perspective comparisons • Explanatory introduction writing • Explanatory paragraph writing • Explanatory conclusion writing • Module 1 Assessment • Module 2 Assessment • Process Writing (Analyze, Plan, Draft, Revise, Publish) • Support & Extend activities
Summative Assessments: • **Unit 2 Assessment** • **End-of-Unit Writing Task:** Write a four-paragraph literary analysis describing how the impact of storytelling in *The Last Cuentista* reveals a theme of the story. • Final literary analysis (Analyze → Plan → Draft → Revise → Publish) • Collaborative Discussion Rubric • Writer's Craft Rubric • Process Writing Rubric
Common Benchmark Assessments: iReady Inform, DIBELS 8, iReady Literacy Tasks

Core Resources and Materials		
Anchor Texts • **The Last Cuentista** by Donna Barba Higuera (Science Fiction) **Supporting Texts** • ***Ancient Art*** *(Artifacts/Visual Text)* • ***Ancestory*** • ***Storytelling*** *(Britannica Kids)* • ***Hula: Keeping a Tradition Fresh*** • ***Cy Thao, Story Painter*** • ***The Roots of Rap*** • ***"Poem of Mulan"*** • ***The Ballad of Mulan: The Legend Lives On*** • ***Fishing Gear*** *(Infographic)* • ***Catching a Storyfish*** • ***"The Storyteller Gets Her Name"***	**Visual & Media Resources** • Unit Media • Ancient Art (Artifacts) • Fishing Gear (Infographic)	**Instructional Resources** • Writer's Craft lessons • Collaborative Discussions • Module 1 Assessment • Module 2 Assessment • Unit 2 Assessment • Support & Extend • Process Writing (Analyze, Plan, Draft, Revise, Publish) •

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

Specific Strategies and Practices that Support Students with Disabilities:

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

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

Specific Strategies and Practices that Support English Language Learners

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

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

Students at Risk of Failure

Home/School Connection

Alternative Assessments - Learning Contracts

Homogeneous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

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

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way.

Students' accommodations are outlined in their individual 504 plan.

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

Specific Strategies and Practices that Support Gifted & Talented Students

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

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

Unit 3: Art and the Great Depression

Stage 1: Desired Results

Unit 3: Art and the Great Depression

Unit Summary: In this six-week unit, students examine how art, literature, music, and poetry reflect the experiences of people during the Great Depression and Dust Bowl. Through poems, song lyrics, historical fiction, biographies, informational texts, photographs, and paintings, students analyze how authors and artists communicate theme and portray historical events. The unit culminates in a five-paragraph opinion essay in which students compare the themes of Donald Justice's *Pantoum of the Great Depression* and Woody Guthrie's *The Great Dust Storm* and evaluate which author most effectively develops the theme using textual evidence.

Unit 1 Learning Targets

NJSLS Grade 4 ELA

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.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).

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.

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

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

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

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

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

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

RL.TS.4.4. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

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

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

W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

opportunity to integrate climate change education.

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

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

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

SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

E. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
F. Follow agreed-upon rules for discussions and carry out assigned roles.
G. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
H. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local or global issue and deliberate about possible solutions.
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

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

Interdisciplinary Connections:

NJSLS-Social Studies - 2020

- 6.1.5.HistoryCC.1 Evaluate the contributions of individuals and groups who have shaped significant historical changes and continuities.
- 6.1.5.HistoryUP.7 Describe why individuals and groups preserve historical records, artifacts, and places.
- 6.1.5.GeoHE.1 Use geographic and historical evidence to explain how environmental and human factors affected communities.
- 6.1.5.EconNM.4 Explain how scarcity, unemployment, and economic conditions influence people's choices.

NJSLS - Visual & Performing Arts 2020

- 1.5.5.Re7a: Analyze how artistic work communicates meaning.
- 1.5.5.Re8a: Interpret intent and meaning in artistic work.

Amistad Connection:

- The unit includes "Dream Dust" and "Epigram 1" by Langston Hughes, providing an authentic opportunity to examine the contributions of one of the most influential African American poets of the Harlem Renaissance. Students also study how Woody Guthrie used music to address social issues, allowing discussion of diverse voices during the Great Depression

DEI Connection

- Students read literature representing multiple perspectives from the Great Depression, including works by **Langston Hughes**, **Woody Guthrie**, Christopher Paul Curtis, Jennifer L. Holm, and other authors. The unit explores how people from different backgrounds experienced economic hardship and how art amplified diverse voices and perspectives during a significant period in American history.

Learning Targets

Unit Essential Questions:

- How does art reflect and shape our understanding of world events? *(Unit Essential Question)*
- How do writers, artists, and musicians help us understand history?
- How can different forms of art communicate similar themes?
- Why is evidence important when expressing and supporting an opinion?

Unit Enduring Understandings:

- Art reflects people's experiences during significant historical events and helps us understand history from different perspectives.
- Authors and artists use literary and artistic techniques to communicate themes and emotions.
- Poems, songs, visual art, and historical fiction can portray the same historical events in different ways.
- Strong opinions are supported with relevant evidence from multiple texts.

Learning Objectives

Students will be able to:

- Explain the economic challenges of the Great Depression and the impact of the Dust Bowl.
- Analyze the structure and meaning of poems.
- Explain themes conveyed through poetry and song lyrics.
- Explain poetic elements, including repetition, rhyme, rhythm, and figurative language.
- Make inferences using textual evidence.
- Summarize literary and informational texts.
- Describe characters, settings, and events in historical fiction.
- Explain narrative elements.
- Compare how different forms of art portray life during the Great Depression.
- Determine the meaning of unfamiliar words using context clues and Greek and Latin word parts.
- Gather information from multiple texts.
- Write a five-paragraph opinion essay supported by textual evidence.
- Participate effectively in collaborative discussions using academic language and evidence.

Vocabulary		
Unit Vocabulary • economy • economic depression • form • reflect	**Key Vocabulary** **Module 1** • tragedy • apparent • sorrows • consumed • invested • automobile • shares • profit • long • scheming • disrespect • advantage • management • factory • demonstrate • demanded • genuine • local • authentic • exhibits • lingering **Module 2** • dusting • bask • stands • simmer • smother • social • century • migrant • immigrants **Module 3** • reduced • national	**Academic Vocabulary** • inference • simile • metaphor • gist statement • base word • prefix • suffix • historical novel • dash • ellipsis • root • traits • motivation • setting • narrative elements • plot • context clues • modal verb • theme • proper noun • opinion writing • opinion statement • reasons • evidence • elements of poetry • verse • stanzas • repetition • rhyme scheme • poetic elements • figurative language • free verse • rhymed verse • rhythm

	• dreadful • huddled	• conjunction • run-on sentence • opinion paragraph

Stage 2: Evidence of Student Learning
Formative Assessments: • Close reading and text-dependent questions • Poetry analysis • Theme analysis • Narrative element analysis • Historical fiction discussions • Writer's Craft lessons • Opinion statement writing • Opinion paragraph writing • Collaborative discussions • Module 1 Assessment • Module 2 Assessment • Process Writing (Analyze, Plan, Draft, Revise, Publish) • Support & Extend activities • Unit Research Project activities
Summative Assessments: • **Unit 3 Assessment** • **End-of-Unit Writing Task:** Write a five-paragraph opinion essay explaining the themes of "**Pantoum of the Great Depression**" and "**The Great Dust Storm,**" and argue which author more effectively communicates the theme using evidence from the texts. • Final Process Writing (Analyze → Plan → Draft → Revise → Publish) • Unit Research Project: Create a poster about either the **Works Progress Administration (WPA)** or **Isabel Bishop**. • Collaborative Discussion Rubric • Writer's Craft Rubric • Process Writing Rubric • Research Rubric
Common Benchmark Assessments: iReady Inform, DIBELS 8, iReady Literacy Tasks

Core Resources and Materials		
Anchor Texts • ***"Pantoum of the Great Depression"*** *by Donald Justice* • ***"The Great Dust Storm"*** *by Woody Guthrie* **Supporting Texts** • The Great Depression • The Mighty Miss Malone • Full of Beans • "When Sunlight Tiptoes" • "Family School" and "Hope Smothered" (*Out of the Dust*) • "Dream Dust" and "Epigram 1" • Woody Guthrie: Folk Poet • "Dust Bowl Refugee" • That's Entertainment • "Over the Rainbow" • "On the Sunny Side of the Street" • Picturing the Dust Bowl (Photographs & Paintings)	**Visual & Multi-Media Resources** • Unit Media • **Picturing the Dust Bowl** (Photographs & Paintings)	**Classroom Resources** • Writer's Craft lessons • Collaborative Discussions • Module 1 Assessment • Module 2 Assessment • Unit 3 Assessment • Support & Extend • Process Writing (Analyze, Plan, Draft, Revise, Publish) • Unit Research Project (Works Progress Administration or Isabel Bishop)

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

- **Specific Strategies and Practices that Support Students with Disabilities:**
- Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.
- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback
- **Specific Strategies and Practices that Support English Language Learners**
- English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups
- **Students at Risk of Failure**
- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice
- **Students with 504 Plans**
- Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
- 504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.
- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback
- **Specific Strategies and Practices that Support Gifted & Talented Students**
- It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.
- Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 4: Free As A Bird

Stage 1: Desired Results

Unit 4: Free as a Bird

Unit Summary: In this six-week unit, students explore how authors use symbolism to communicate deeper meanings across fairy tales, folktales, legends, poetry, drama, realistic fiction, and informational texts. Through the study of birds as symbols of freedom, hope, change, connection, and resilience across cultures, students analyze literary elements, compare texts presented in multiple formats, and examine how symbolism develops theme. The unit culminates in a narrative writing task in which students create an original story featuring a bird that symbolizes an important idea or theme, incorporating narrative elements, dialogue, description, and precise language.

Unit 1 Learning Targets

NJSLS Grade 4 ELA

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.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).

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.

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

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

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

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

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

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.

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

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

RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
opportunity to integrate climate change education.

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

SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
B. Follow agreed-upon rules for discussions and carry out assigned roles.
C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
- 9.4.5.IML.6: Use appropriate evidence to support ideas.
- 9.4.5.GCA.1: Evaluate how diverse perspectives strengthen communities and society.

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

Interdisciplinary Connections:

NJSLS - Social Studies 2020

- 6.1.5.HistoryUP.2 Compare how different cultures preserved traditions and passed knowledge from one generation to the next.
- 6.1.5.HistoryUP.7 Describe why individuals and groups preserve historical and cultural traditions.

NJSLS - Visual & Performing Arts 2020

- 1.5.5.Re7a Analyze how artistic work communicates meaning.
- 1.5.5.Re8a Students interpret symbolism, figurative language, themes, dramatic elements, and poetic meaning while comparing multiple literary genres and visual representations.
- 1.5.5.Cn11a Relate artistic ideas and works with societal, cultural, and historical context.

AAPI Connections:

- The unit includes **The Couple and the Crane**, a **Japanese folktale**, providing students with an authentic opportunity to study Japanese cultural traditions, symbolism, and folklore

Amistad Connection:

- Students read "**Caged Bird**" by **Maya Angelou**, an influential African American poet whose work explores themes of freedom, oppression, resilience, and hope. The poem provides an authentic opportunity to examine the contributions of African American literature and symbolism, consistent with the goals of the Amistad legislation

DEI Connection

- The unit intentionally incorporates literature from a wide range of cultural traditions, including African American poetry, Japanese folklore, Native American legend, Mexican folktale, contemporary realistic fiction, fairy tales, and informational texts. Students compare how different cultures use symbolism to express common human values and experiences, fostering appreciation for diverse perspectives and cultural traditions.

Learning Targets

Unit Essential Questions:

- How do symbols communicate meaning?
- Why do different cultures use symbols to express important ideas?
- How can symbolism deepen a reader's understanding of a story?
- How can writers use symbolism to communicate a theme?

Unit Enduring Understandings:

- Authors use symbolism to communicate deeper meanings and themes.
- Birds serve as symbols across cultures to represent ideas such as freedom, hope, change, beauty, and human experiences.
- Literary elements, including symbolism, dialogue, and description, help readers better understand characters and themes.
- Writers use narrative techniques to create meaningful stories that communicate important ideas.

Learning Objectives

Students will be able to:

- Explain how symbolism communicates meaning.
- Explain how birds symbolize ideas across different cultures.
- Compare stories, poems, folktales, legends, drama, and prose.
- Explain the elements of poems, drama, and prose.
- Explain the meaning of poems.
- Explain themes using textual evidence.
- Explain narrative elements.
- Describe characters, settings, and events.
- Connect literary texts with visual and informational texts.
- Write gist statements summarizing texts.
- Write descriptive paragraphs using precise language.
- Write dialogue using correct punctuation.
- Write a complete narrative that incorporates symbolism.
- Introduce characters and narrators effectively.
- Use dialogue, descriptions, transition words, and time-order words.
- Participate effectively in collaborative discussions.

Vocabulary		
Unit Vocabulary • represent • significance • symbol	**Key Vocabulary** **Module 1** • abandoned • alight • captivity • distinctive • migrate • perch • soaring • territorial • transform • trill **Module 2** • chanting • council • emerged • harvest • mocking • regret **Module 3** • accustomed • account • artificial • banished • evident • physician • possessions • program • entranced • sufficient • technician • uninterrupted	**Academic Vocabulary** • compare • contrast • free verse • gist statement • precise language • progressive tense • sensory language • symbol • symbolism • theme • tone • verb tense • climax • conflict • dialogue • exposition • falling action • narrative elements • plot • quotation marks • resolution • rising action • setting • act • cast of characters • dependent clause • drama • figures of speech • introductory clause • scene • stage directions • synonyms • antonyms • thesaurus

Stage 2: Evidence of Student Learning

Formative Assessments:

- Close reading and text-dependent questions
- Gist statement writing
- Poetry analysis
- Story comparisons
- Theme analysis
- Narrative element analysis
- Character, setting, and event analysis
- Drama analysis
- Writer's Craft lessons
- Descriptive paragraph writing
- Dialogue writing
- Collaborative discussions
- Module 1 Assessment
- Module 2 Assessment
- Process Writing (Analyze, Plan, Draft, Revise, Publish)
- Support & Extend activities

Summative Assessments:

- **Unit 4 Assessment**
- **End-of-Unit Writing Task:** Write a complete narrative in which a bird symbolizes an important idea or theme. Include description within at least one narrative element and dialogue within at least one narrative element.
- Final Process Writing (Analyze → Plan → Draft → Revise → Publish)
- Collaborative Discussion Rubric
- Writer's Craft Rubric
- Process Writing Rubric

Common Benchmark Assessments: iReady Inform, DIBELS 8, iReady Literacy Tasks

Core Resources and Materials

Anchor Texts	Visual & Multi-Media Resources	Classroom Resources
• ***The Nightingale*** *by Jerry Pinkney (Fairy Tale)* • ***The Billionaire and the Bird*** *by Katherine Paterson (Drama)*	• Unit Media • **Bird Symbolism** (Visual Informational Text)	• Writer's Craft lessons • Collaborative Discussions • Module 1 Assessment • Module 2 Assessment • Unit 4 Assessment • Support & Extend

Supporting Texts • ***Bird Symbolism*** *(Informational/Visual Text)* • ***"Caged Bird"*** *by Maya Angelou* • ***"Messages from Everywhere"*** *by Naomi Shihab Nye* • ***"Common Birds"*** *by Margarita Engle* • ***The Secret Language of Birds*** *by Lynne Kelly* • ***The Couple and the Crane*** *(Japanese Folktale)* • ***The Harvest Birds*** *by Blanca López De Mariscal* • ***Sacred Song of the Hermit Thrush*** *by Tehaneorens (Legend)*		• Process Writing (Analyze, Plan, Draft, Revise, Publish)

Accommodations and Modifications: **Students with Disabilities, English Language Learners,** **Students at Risk of Failure, Students with 504s, Gifted & Talented Students**
Specific Strategies and Practices that Support Students with Disabilities: Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner. Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback **Specific Strategies and Practices that Support English Language Learners** English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits. Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups, sentence frames **Students at Risk of Failure**

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

Students with 504 Plans

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

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way.

Students' accommodations are outlined in their individual 504 plan.

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

Specific Strategies and Practices that Support Gifted & Talented Students

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

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

Supplemental Reading - engaging projects

Unit 5: Cryptids Fact or Fiction

Stage 1: Desired Results

Unit 5: Cryptids; Fact or Fiction

Unit Summary: In this six-week unit, students investigate cryptozoology by examining myths, legends, informational texts, photographs, maps, and scientific explanations about legendary creatures such as the Kraken, Bigfoot, dragons, and Sasquatch. Students learn to distinguish between reliable and unreliable evidence, evaluate the strength of claims, and analyze how scientific evidence has changed theories over time. The unit culminates in a five-paragraph opinion essay in which students defend their theory about what the Kraken really is using evidence from multiple unit texts.

Unit 1 Learning Targets

NJSLS Grade 4 ELA

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.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).

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.

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

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

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

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

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

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

RL.TS.4.4. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

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

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

W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
opportunity to integrate climate change education.

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.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.

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

SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
B. Follow agreed-upon rules for discussions and carry out assigned roles.
C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.2 Create and use a variety of visual representations to organize information.
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

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

-

Interdisciplinary Connections:

NJSLS Social Studies 2020

- 6.1.5.HistoryUP.2: Compare how different cultures preserved traditions and passed knowledge from one generation to the next.
- 6.1.5.HistoryUP.7: Describe why individuals and groups preserve historical and cultural traditions.
- 6.1.5.GeoHE.1: Use maps and other geographic tools to locate and identify cultural and environmental characteristics of places.

Visual & Performing Arts 2020

- 1.5.5.Re7a: Identify and describe how personal experiences, cultural perspectives, and relevant examples inform responses to works of art.
- 1.5.5.Re8a: Interpret intent and meaning in artistic work.
- 1.5.5.Cn11a: Relate artistic ideas and works with societal, cultural, and historical context.

AAPI Connection

- Students read **The Warnings of Shinpai**, a Japanese folktale, providing an authentic opportunity to examine Japanese folklore, cultural traditions, and storytelling.

DEI Connections:

- The unit intentionally exposes students to diverse voices and poetic traditions. Students read poetry by authors representing different backgrounds and cultures and explore multiple forms of expression, including free verse, haiku, limericks, and concrete poetry. Through *Words with Wings*, students also examine Gabby's personal experiences, emotions, and identity, fostering empathy and appreciation for diverse perspectives.

Learning Targets

Unit Essential Questions:

- What type of evidence would it take to convince you that something is real? ? *(Unit Essential Question)*
- How can we determine whether evidence is reliable?
- Why do myths and legends sometimes change as scientific knowledge grows?
- What makes an argument convincing?

Unit Enduring Understandings:

- Evidence varies in reliability, and strong claims are supported by credible evidence.
- Scientific discoveries can change explanations that were once based on myths and legends.
- Readers evaluate an author's claims by analyzing the reasons and evidence provided.
- Opinion writing requires clear claims supported with relevant evidence from multiple sources.

Learning Objectives

Students will be able to:

- Explain what cryptozoology is and why people study cryptids.
- Distinguish between reliable and unreliable evidence.
- Explain reasons and evidence used to support claims.
- Explain an author's perspective.
- Summarize literary and informational texts.
- Make inferences using textual evidence.
- Determine the meanings of unfamiliar words using context clues and Greek and Latin word parts.
- Describe informational text structures, including description, problem/solution, and comparison.
- Compare stories and informational texts about cryptids.
- Gather information from multiple texts.
- Organize and summarize information from multiple sources.
- Write opinion pieces supported by reasons and textual evidence.
- Participate effectively in collaborative discussions using academic language.
- Write a five-paragraph opinion essay explaining what the Kraken may really be using evidence from multiple texts.

Vocabulary		
Unit Vocabulary • cryptid • cryptozoology • evidence • reliable • theory	**Key Vocabulary** ***Module 1*** • guardian • anxiously • encounter • authentic • dominance • fate • descendants • pictograph • caution ***Module 2*** • subconscious • sabotaged • manipulate • confirmation • witnesses • interpretation • prankster • specimen • DNA ***Module 3*** • geographer • tentacles • reported • disturbed • concealing • devour • mortal • ignorant • definitely • established • inspired • colossal • fascinated • actual	**Academic Vocabulary** • theme • symbolism • gist statement • context clues • opinion statement • tone • opinion paragraph • root • claim • reason • evidence • author's purpose • focus statement • textual evidence • statistical evidence • testimonial evidence • anecdotal evidence • observational evidence • scientific observation • summarize • topic • main idea • counter-evidence • figure of speech • homophones • formal language • informal language

	• regenerate • hemisphere • invertebrates	

Stage 2: Evidence of Student Learning
Formative Assessments: • Close reading and text-dependent questions • Theme analysis • Summarizing informational texts • Explaining reasons and evidence • Explaining an author's perspective • Text structure analysis • Writer's Craft lessons • Opinion paragraph writing • Collaborative discussions • Module 1 Assessment • Module 2 Assessment • Process Writing (Analyze, Plan, Draft, Revise, Publish) • Support & Extend activities
Summative Assessments: • **Unit 5 Assessment** • **End-of-Unit Writing Task:** Write a five-paragraph opinion essay explaining what the Kraken really is. Support your opinion by combining information from **What Do We Know About the Kraken?** and one other unit text. • Final Process Writing (Analyze → Plan → Draft → Revise → Publish) • Collaborative Discussion Rubric • Writer's Craft Rubric • Process Writing Rubric
Common Benchmark Assessments: • I-Ready Inform • iREady Literacy Tasks • DIBELS

Core Instructional Materials		
Anchor Texts • ***What Do We Know About the Kraken?*** *by Ben Hubbard (Expository)*	**Visual & Multimedia Resources** • Unit Media • **Dragons** (Photographs)	**Instructional Resources** • Writer's Craft lessons • Collaborative Discussions

Supporting Texts • ***The Warnings of Shinpai*** *(Folktale)* • ***Cryptozoology: Could Unexplained Creatures Be Real?*** *(Expository)* • ***Dragons*** *(Photographs)* • ***Komodo Dragons*** *(Expository)* • ***Bigfoot Map*** *(Infographic)* • ***Big Foot, the Hairy Man*** *(Legend)* • ***Did You See That?*** *(Expository)* • ***The Search for Sasquatch*** *(Expository)* • ***Something Out There*** *(Expository)* • ***Carta Marina*** *(Historical Map)* • ***The Kraken: A Living Legend*** *(Expository)* • ***Tales from the Odyssey*** *(Myth)* • ***Kraken Theories*** *(Expository)*	• **Bigfoot Map** (Infographic) • **Carta Marina** (Historical Map)	• Module 1 Assessment • Module 2 Assessment • Unit 5 Assessment • Support & Extend activities • Process Writing (Analyze, Plan, Draft, Revise, Publish)

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

Specific Strategies and Practices that Support Students with Disabilities:

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

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Specific Strategies and Practices that Support English Language Learners

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

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

Students at Risk of Failure

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

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Specific Strategies and Practices that Support Gifted & Talented Students

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

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

Unit 6: Fire and Ash

Stage 1: Desired Results

Unit 6: Fire and Ash

Unit Summary: In this six-week unit, students investigate the science of volcanoes and their impact on people and the environment by reading scientific texts, historical fiction, memoirs, firsthand accounts, myths, timelines, and visual texts. Students examine volcanic eruptions from both scientific and cultural perspectives, explore how ecosystems recover following volcanic events, and integrate information from multiple sources to create a multimedia research presentation explaining how volcanoes affect life on Earth.

Unit 1 Learning Targets

NJSLS Grade 4 ELA - 2023

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.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).

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.

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

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

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

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

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

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

RL.TS.4.4. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

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

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

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.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.

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

SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
B. Follow agreed-upon rules for discussions and carry out assigned roles.
C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.
- 9.4.5.IML.2: Create a visual representation to organize information about a problem or issue.
- 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions.

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

Interdisciplinary Connections:

NJSLS Science 2026

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

NJSLS Social Studies 2020

- 6.1.5.Geo.HE.1 Use geographic and historical evidence to explain how culture develops in different regions.
- 6.1.5.HistoryUP.2 Compare how different cultures preserved traditions and passed knowledge from one generation to the next.

NJSLS Visual Performing Arts 2020

- 1.5.5.Re7a Analyze how artistic work communicates meaning.
- 1.5.5.Re8a Interpret intent and meaning in artistic work.
- 1.5.5.Cn11a Relate artistic ideas and works with societal, cultural, and historical context.

AAPI Connections:

- Students read **Pele, the Volcano Goddess**, which introduces Hawaiian cultural traditions and Indigenous Hawaiian explanations for volcanic activity, providing an authentic connection to Pacific Islander history and culture.

DEI Connection:

- Students examine volcanic events through multiple perspectives, including scientific texts, firsthand accounts, historical fiction, memoirs, and Hawaiian mythology. By comparing these diverse perspectives, students develop an understanding of how different cultures interpret and respond to natural phenomena.

Learning Targets

Unit Essential Questions:

- How do powerful natural forces impact people and the environment? *(Unit Essential Question)*
- How do scientists study volcanoes to keep people safe?
- How can different sources help us understand the effects of volcanoes?
- How does nature recover after a volcanic eruption?

Unit Enduring Understandings:

- Volcanoes are powerful natural forces that can dramatically change the environment and people's lives.
- Scientific investigation helps us understand volcanic activity and reduce risks to communities.
- Different cultures explain natural phenomena through both scientific evidence and traditional stories.
- Nature has the ability to recover and regenerate after volcanic destruction.

Learning Objectives

Students will be able to:

- Explain how volcanic eruptions affect people and the environment.
- Describe the causes and effects of volcanic eruptions.
- Explain how ecosystems recover after volcanic eruptions.
- Compare scientific explanations and traditional stories about volcanoes.
- Integrate information from two texts on the same topic.
- Compare firsthand and secondhand accounts.
- Explain ideas presented in scientific texts.
- Explain text features, including maps, diagrams, timelines, captions, and photographs.
- Describe informational text structure.
- Determine the meanings of unfamiliar words using context clues and Greek and Latin roots.
- Gather information from multiple sources.
- Plan and create a multimedia research presentation.
- Write explanatory texts using evidence from multiple sources.
- Participate effectively in collaborative discussions using academic language.

Vocabulary

Unit Vocab	Key Vocab	Academic Vocab
• erupt • volcanology	Module 1 • dormant • lava	• text features • photograph • map

• magnitude	• ancestral • summit • vibration • evacuated • shock waves • crater • avalanche • pressure • eyewitness • deliberation • residents • reflector Module 2 • tremors • debris • restless • terrain • demolished • document • stratovolcanoes • shield volcanoes Module 3 • seismological • observatory • colonizers • fungi • bacteria • spores • thrive • recovery • minerals • nourish	• caption • timeline • setting • characters • plot • simile • inference • infer • descriptive language • personification • diagram • context clues • cause • effect • base word • prefix • suffix • firsthand account • secondhand account • research • gist statement • integrate • coordinating conjunction • labels • text structure • descriptive text structure • summarize • main idea • heading • key information • image

Stage 2: Evidence of Student Learning

Formative Assessments:

- Close reading and text-dependent questions
- Scientific text analysis
- Text feature analysis
- Comparing firsthand and secondhand accounts
- Comparing multiple texts
- Integrating information from two texts
- Summarizing informational texts
- Writer's Craft lessons
- Explanatory paragraph writing
- Explanatory slide creation
- Collaborative discussions
- Module 1 Assessment
- Module 2 Assessment
- Process Writing (Analyze, Plan, Draft, Revise, Publish)
- Support & Extend activities

Summative Assessments:

- Unit 6 Assessment
- End-of-Unit Writing Task: Imagine you are a volcanologist teaching a class of third graders about volcanoes. Create a multimedia presentation explaining how volcanoes impact life on Earth. Combine details from *Volcano: The Eruption and Healing of Mount St. Helens* and at least one other research source in your presentation.
- Final Process Writing (Analyze → Plan → Draft → Revise → Publish)
- Collaborative Discussion Rubric
- Writer's Craft Rubric
- Process Writing Rubric

Common Benchmark Assessments: iReady Inform, DIBELS 8, iReady Literacy Tasks

Core Instructional & Supplemental Materials

Anchor Texts

- ***Volcano: The Eruption and Healing of Mount St. Helens*** *by Patricia Lauber (Scientific Text)*

Supporting Texts

- ***Mount St. Helens Timeline*** *(Timeline)*
- ***Maribel Versus the Volcano*** *(Historical Fiction)*

Visual & Multimedia Resources

- *Unit Media*
- ***Mount St. Helens Timeline*** *(Timeline with photographs)*

Instructional Resources

- Writer's Craft lessons
- Collaborative Discussions
- Module 1 Assessment
- Module 2 Assessment
- Unit 6 Assessment
- Support & Extend activities

• ***Eyewitness Account*** *(Firsthand Account)* • ***Volcano: Where Fire and Water Meet*** *(Scientific Text)* • ***Pele, the Volcano Goddess*** *(Myth)* • ***River of Fire*** *(Expository)* • ***Science on the Edge*** *(Expository)* • ***In Search of El Nevado*** *(Realistic Fiction)* • ***The Mountain Came to Me*** *(Memoir)*		• Process Writing (Analyze, Plan, Draft, Revise, Publish) • Multimedia Research Presentation

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

Suggested Strategies and Practices that Support Students with Disabilities:

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

- Follow All IEP Modifications
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction- Guided Reading and Guided Writing
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”

Suggested Strategies and Practices that Support English Language Learners:

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

- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions

Students At Risk of Failure:

- Home/School Connection
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a "buddy"
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction

Students with 504 Plans:

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

- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- 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

Specific Strategies and Practices that Support Gifted & Talented Students:

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

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- 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
- Provide Whole Group Enrichment Explorations
- Provide Options, alternatives and choices to differentiate and broaden the curriculum
- Teach Cognitive and Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words