Wall Township Public Schools	BOE Approval Date: August 19, 2025

Course Title: ESL Grade 4 (Level D)

Course Description: This course is intended for the expansion of vocabulary and academic knowledge of multilingual students using level D from the TEAM and Write Track from Continental Press. Students will embark on learning tier 2 and tier 3 vocabulary as well as implementing it in an academic setting. Also, students will be divulging into reading strategies, different language focuses and writing topics that parallel what is being taught in the classroom. Multilingual learners speaking, reading, writing and listening skills will increase in the classroom through these programs.

Language Instruction for English Learners & Immigrant Students

A Guide to New Jersey Multilingual Learners (MLs) Programs

New Jersey's Bilingual Education Administrative Code defines kindergarten to grade 12 language instruction educational programs (LIEP) for New Jersey school districts with MLs. Districts with small ML populations are required to provide either English Language Services (ELS) or English as a Second Language (ESL) programs, depending on ML population size.

Bilingual Education and English as a Second Language (ESL)

- Increase the English language proficiency of English learners (ELs) by providing effective language instruction educational programs that meet the needs of ELs and increase English language proficiency and student academic achievement
- Provide effective professional development designed to improve the instruction and assessment of ELs, to enhance the ability of teachers and school leaders to understand and implement curricula and assessment practices and measures, and to increase children's English language proficiency or substantially increase the subject matter knowledge, teaching knowledge, and teaching skills of teachers

- Provide and implement other effective activities and strategies that enhance or supplement language instruction educational programs for ELs which shall include parent, family, and community engagement activities

Course Sequence & Pacing	
Unit Title	**Estimated Number of Instructional Periods/Days**
Unit 1: Appreciation and Writing an Opinion	30
Unit 2: People are Connected and Writing to Inform	30
Unit 3: Looking a Little Closer and Writing to Analyze Literature	30
Unit 4: How Things Work and Writing a Narrative	30
Unit 5: New Technologies and Writing to Inform	30
Unit 6: America in Time and Energy and Writing an Opinion	30

Unit 1

Desired Results

Unit 1: Appreciation and Writing an Opinion

Unit Summary: Students will explore different ways how American Indians had to live and learn to appreciate those who came before us. They also will read a realistic fiction text to see why people may show appreciation. They will determine which are the most important key details to analyze the theme. Also, they will make inferences based on text evidence and background knowledge. They will describe characters' feelings, motivations, and traits based on

what they think, feel, and say and support their descriptions by using text evidence. Students will use the steps for writing to share an opinion as well as personal writing, which includes how to write emails/letters.

Learning Standards

NJSLS:

NJSLS ELA Grade 4 - 2023

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

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

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

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

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

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

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

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

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

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

RL.CI.4.2 Summarize a literary text and interpret the author's theme citing key details from the text.and make relevant connections when drawing inferences from the text.

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

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

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

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

RI.CI.4.2 Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
RI.IT.4.3 Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
RI.AA.4.7 Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
W.AW.4.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
W.AW.4.1.B Provide reasons that are supported by facts from texts and/or other sources.
W.AW.4.1.C Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition)
W.AW.4.1.D Provide a conclusion related to the opinion presented.
W.WP.4.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.WP.4.4.A Identify audience, purpose, and intended length of composition before writing.
W.WP.4.4.B Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
W.WP.4.4.C Consider writing as a process, including self-evaluation, revision and editing.
W.WP.4.4.D With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
W.WP.4.4.E After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style
W.WR.4.5 Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
W.SE.4.6 Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
W.RW.4.7 Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
SL.PE.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
SL.PE.4.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.PE.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
SL.PE.4.1.C Prose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.PE.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.II.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats(e.g., visually, quantitatively, and orally).
SL.ES.4.3 Identify the reasons and evidence a speaker provides to support particular points.
SL.PI.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.UM.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.AS.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation

WIDA:

ELD-SS.4-5.Explain.Interpretive Multilingual learners will interpret social studies explanations by

* Determining __different opinions__ in sources for answering compelling and supporting questions about phenomena or events

* Analyzing sources for __a series of contributing factors or causes__
* Evaluating disciplinary concepts and ideas __that are open to different interpretations__

ELD-SS.4-5.Explain.Expressive Multilingual learners will construct social studies explanations that
* Introduce phenomena or events
* Describe components, order, causes __and effects,__ or cycles __using relevant examples and details__
* Generalize __probable causes and effects__ of developments or events

ELD-SS.4-5.Argue.Interpretive Multilingual learners will interpret social studies arguments by
* Identifying topic and purpose *(argue in favor or against a position, present a balanced interpretation, challenge perspective)*
* Analyzing relevant information from multiple sources to develop claims in response to compelling questions
* Evaluating __point of view__ and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5.Argue.Expressive Multilingual learners will construct social studies arguments that
* Introduce topic
* Select relevant information to support claims with evidence __from multiple sources__
* Establish perspective
* Show relationships between claims with reasons and __multiple sources__ of evidence

Interdisciplinary Connections

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Interdisciplinary Connections:

Interdisciplinary connections may include but are not limited to:

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

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

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

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

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

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

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

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

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

Learning Targets

Unit Essential Questions:

What skills can people use to understand the past?

What life lessons can we learn from others?

How do people feel when they face challenges?

How can writing a thank you letter show appreciation?

Unit Enduring Understandings:

By analyzing the ground we walk on, we can see how those who came before us once lived.

Learning how to persevere and continue to solve problems will make us stronger.

	When people face challenges, they may become apprehensive at first, however they will come out with a lesson to be learned. Showing thanks can help display appreciation.

Vocabulary:

Team Unit 1 Lesson 3:

Tier 1: adventure, ancient, exploring, grind, history, plowed, prowling Tier 2: inference, remains, theme, Tier 3: arrow, arrowhead, bow, flint, generations, loggers, miners, native, pioneers, wigwams

Team Unit 2 Lesson 6:

Tier 1: complain, entire, favorite, lemonade, perfect, successful, sweaty, upset, Tier 2: amount, appreciation, inquired, list, suggested, Tier 3: chores, coins, cupboard, earn, refrigerator, spent, wallet

The Write Track Unit 1 Lesson 1: Prefix, root word, suffix, compound words

The Write Track Unit 2 Lesson 7: Topic sentence, closing sentence, Details, examples, Time order, spatial order,

The Write Track Unit 3 Lesson 12: Formal, Personal, informal, Heading, greeting, body, closing, signature, comma, Turn address, mailing address, stamp, Recipient, subject line, Peer review,

Students will be able to:

Content Objectives

- identify theme
- use relative adverbs to form sentences
- write an explanatory paragraph
- understand characters in depth, including point of view
- use coordinating conjunctions to form compound sentences
- write a thank you letter
- break down words to identify each word part using prefixes, root words and suffixes
- create compound words by adding two words together
- compose a paragraph using the necessary elements
- identify the different ways to organize a paragraph

- write an essay through personal writing in an email or letter

Language Objectives

- read, discuss, and write about American Indians and the past
- listen to and understand a poem about the past
- read, discuss, and write about showing appreciation for what people do
- listen to a story and participate in a discussion

Learning Activities & Differentiation: *(Amistad,)*

Magnetic Reading Correlation Unit 1

Team Unit 1 Lesson 3: America's Past

Day 1: Before We Read pg. 34

- discuss vocabulary
- learning goals
- introduce theme

Day 2-3: Let's Read pg. 36

- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 41

Day 4: Listen and Discuss pg. 42

- discuss vocabulary
- learning goals
- listen to a poem about a town in the past once, than twice to fill out the web
- facilitate turn and talk on pg. 43

Day 5: Learning About Language pg. 44

- discuss vocabulary
- practice grammar skill of relative adverbs
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 46

- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

<u>Team Unit 2 Lesson 6: Saying Thanks</u>

Day 1: Before We Read pg. 77
- discuss vocabulary
- learning goals
- introduce understanding characters

Day 2-3: Let's Read pg. 79
- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 84

Day 4: Listen and Discuss pg. 85
- discuss vocabulary
- learning goals
- listen to a story about two kids once, than twice to fill out the venn diagram
- facilitate turn and talk on pg. 86

Day 5: Learning About Language pg. 87
- discuss vocabulary
- practice grammar skill of compound sentences
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 89
- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

<u>The Write Track Unit 1 Lesson 1: Word Parts</u>

Prefixes
- Introduction: pg. 8

- Guided Practice: pg. 10

Suffixes
- Introduction: Pg. 11
- Guided Practice pg. 13

Roots
- Introduction: pg. 15
- Guided Practice: pg. 16

Compound Words
- Introduction: pg. 17
- Guided practice: pg. 18

Independent Practice: pg. 20

<u>The Write Track Unit 2 Lesson 7: Writing a Paragraph</u>

Paragraphs
- Introduction: pg. 72
- Guided Practice: pg. 73

Organizing a Paragraph
- Introduction: pg. 75
- Guided Practice: pg. 76
- Guided Practice: 79

Independent Practice: pg. 83

<u>The Write Track Unit 3 Lesson 12: Personal Writing</u>
- Introduction: pg. 132
- Guided Practice (each step of the writing process): pg. 132 - 145

Independent Practice: pg. 146 - 149 (complete writing)

Assessment Evidence
Formative Assessments: exit tickets, IReady assessments, check in's, Show What You Know, What Did you Learn?,
Summative Assessments: IReady Unit Assessment, vocabulary and skill assessments
Common Benchmark Assessments: iReady BOY, Fall Writing Assessment
Alternative Assessments: verbal or picture based assessments for newcomer students,

Core Instructional & Supplemental Materials
TEAM Level D Student Books, The Write Track Level D
IReady Curriculum Grade 4, IReady Writing

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**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **using videos to connect ideas to visual and auditory**
- Use of prompts - **using a paragraph frame to write a complete paragraph.**
- Testing accommodations - **adding a picture and word bank for vocabulary**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **providing visuals and hands on activities for ways to say thank you**
- Modification of content and student products - **enlarging pictures from the text**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **providing videos to demonstrate grammar skills**
- Use of prompts - **using prompt to demonstrate turn and talks**
- Testing accommodations - **repetition of text**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:

Specific examples applied to the unit

- Adjusting the pace of lessons - **reducing amount to learning how to write a paragraph if students demonstrate prior knowledge**
- Inquiry-based instruction - **provide an question in regards to American Indian artifacts that have been found in New Jersey**
- Interest-based content - **research different ways that people say thanks from around the world.**

Specific Strategies and Practices that Support **English Language Learners**:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- 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
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 2

Desired Results

Unit 2: People are Connected and Writing to Inform

Unit Summary: Students will explore how people connect with one another through family and through the community. They will analyze informational texts about family trees and volunteering in the community using text details, determine word meanings in informational texts, determine the main idea and key details, and summarize a text using main ideas and key details. Students will use the steps for writing to inform, which includes the research path of finding text evidence and organizing evidence to support their understanding of a topic.

Learning Standards

NJSLS:

NJSLS ELA Grade 4 - 2023

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

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

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
L.VL.4.2.A Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.VL.4.2.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

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

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

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

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

RI.IT.4.3 Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
RI.PP.4.5 Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.

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

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

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

W.IW.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
W.IW.4.2.B Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
W.IW.4.2.C Link ideas within paragraphs and sections of information and examples related to the topic.
W.IW.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.IW.4.2.E Provide a conclusion related to the information or explanation presented.
SL.PE.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
SL.PE.4.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.PE.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
SL.PE.4.1.C Prose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.PE.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.II.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats(e.g., visually, quantitatively, and orally).
SL.ES.4.3 Identify the reasons and evidence a speaker provides to support particular points.
SL.PI.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
SL.PE.4.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.PE.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
SL.PE.4.1.C Prose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.PE.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.II.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats(e.g., visually, quantitatively, and orally).
SL.ES.4.3 Identify the reasons and evidence a speaker provides to support particular points.SL.PI.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
SL.UM.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.AS.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

WIDA:

ELD-SS.4-5.Explain.Interpretive Multilingual learners will interpret social studies explanations by

* Determining __different opinions__ in sources for answering compelling and supporting questions about phenomena or events
* Analyzing sources for __a series of contributing factors or causes__
* Evaluating disciplinary concepts and ideas __that are open to different interpretations__

ELD-SS.4-5.Explain.Expressive Multilingual learners will construct social studies explanations that

* Introduce phenomena or events
* Describe components, order, causes __and effects,__ or cycles __using relevant examples and details__

* Generalize __probable causes and effects__ of developments or events

ELD-SS.4-5.Argue.Interpretive Multilingual learners will interpret social studies arguments by
* Identifying topic and purpose *(argue in favor or against a position, present a balanced interpretation, challenge perspective)*
* Analyzing relevant information from multiple sources to develop claims in response to compelling questions
* Evaluating __point of view__ and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5.Argue.Expressive Multilingual learners will construct social studies arguments that
* Introduce topic
* Select relevant information to support claims with evidence __from multiple sources__
* Establish perspective
* Show relationships between claims with reasons and __multiple sources__ of evidence

Interdisciplinary Connections

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Interdisciplinary Connections:

Interdisciplinary connections may include but are not limited to:

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

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

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

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

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

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

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

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

Learning Targets

Unit Essential Questions:	**Unit Enduring Understandings:**
What is informational writing? What are examples of informational writing? Why is finding information about our heritage important? What can understanding family connections tell us? What kind of ways can we get involved in our community? Why are volunteers necessary for our community?	Informational writing gives readers information about a specific topic or idea. The writer uses facts, definitions, details, quotations, examples, and other information to tell about (inform) or explain the topic or idea. Examples of informational writing include: newspaper and magazine articles, cause-effect and compare-contrast essays, biographies, autobiographies, procedural texts, textbook chapters, and research reports. By understanding our heritage, we can understand how our families have grown. Understanding family connections will help us to know how people see and view one another There are many ways to give back to the community such as volunteering. Volunteers impact the community to help better it and support the people in it.

Vocabulary:

Team Unit 1 Lesson 1:

Tier 1: background, future, hobby, information, relatives Tier 2: database, details, however, main idea, records, research, Tier 3: ancestors, courthouse, husband, maiden, marriage, memories, property, will

Team Unit 2 Lesson 5:

Tier 1: business, cost, depends, materials, pride, youth, Tier 2: difference, group, humanity, located, simple, support
Tier 3: affordable, donate, habitat, homophones, profit, volunteer

The Write Track Unit 1 Lesson 4: Homographs, homophones,

The Write Track Unit 2 Lesson 8: Main idea, details,

The Write Track Unit 3 Lesson 16: informative writing

Students will be able to:

Content Objectives

- identify details and main idea
- identify and use compound words
- write an email
- recognize the main idea
- use homophones *their/there* and *to/two/too* correctly in sentences
- write a paragraph about giving back to the community
- identify the Difference between homographs and homophones
- write an opened ended prompt using a main idea with details
- compose an informational writing piece that is based on facts

Language Objectives

- read, discuss, and write about family
- listen to a passage about researching a family history
- read, discuss, and write about how people volunteer for Habitat for Humanity and other organizations
- listen to a passage about people who volunteer

Learning Activities & Differentiation: *(Climate Change)*

Magnetic Correlation Unit 3

Team Unit 1 Lesson 1: Finding Facts About Your Family

Day 1: Before We Read pg. 6

- discuss vocabulary
- learning goals
- introduce main idea and key details

Day 2-3: Let's Read pg. 8

- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 13

Day 4: Listen and Discuss pg. 84

- discuss vocabulary
- learning goals
- listen to a passage about a boy and his family once, and twice to fill out the chart
- facilitate turn and talk on pg. 15

Day 5: Learning About Language pg. 16

- discuss vocabulary
- practice grammar skill of compound words
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 18

- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

Team Unit 2 Lesson 5: Giving Back to the Community

Day 1: Before We Read pg. 63

- discuss vocabulary

- learning goals
- introduce main idea and key details

Day 2-3: Let's Read pg. 65

- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 70

Day 4: Listen and Discuss pg. 71

- discuss vocabulary
- learning goals
- listen to a passage about volunteers in the community once, than twice to fill in the chart
- facilitate turn and talk on pg. 72

Day 5: Learning About Language pg. 73

- discuss vocabulary
- practice grammar skill of homophones
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 75

- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

<u>The Write Track Unit 1 Lesson 4: Multiple Meaning Words</u>

Homographs and homophones

- Introduction: pg. 37
- Guided Practice: pg. 41

Independent Practice: pg. 44

<u>The Write Track Unit 2 Lesson 8: Main Idea and Details</u>

Main Idea and Details

- Introduction: pg. 85

- Guided Practice: pg. 85

Independent Practice: pg. 90

<u>The Write Track Unit 3 Lesson 16: informative writing</u>

- Introduction: pg. 199
- Guided Practice (each step of the writing process): pg. 200 - 210

Independent Practice: pg.211 - 216 (complete writing)

Assessment Evidence
Formative Assessments: exit tickets, IReady assessments, check in's, Show What You Know, What Did you Learn?,
Summative Assessments: IReady Unit Assessment, vocabulary and skill assessments
Common Benchmark Assessments: iReady BOY, Fall Writing Assessment
Alternative Assessments: verbal or picture based assessments for newcomer students,

Core Instructional & Supplemental Materials
TEAM Level D Student Books, The Write Track Level D
IReady Curriculum Grade 4, IReady Writing

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**: ***Specific examples applied to the unit*** ● Use of visual and multisensory formats - **visuals for family trees**

- Use of assisted technology - **using AAC device to identify pictures of family**
- Modification of content and student products - **modify when appropriate**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit
- Use of visual and multisensory formats - **subtitles of any videos watched**
- Modification of content and student products - **enlarged photographs of reading**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit
- Use of visual and multisensory formats - **including videos of volunteers**
- Use of prompts - **prompting students when it is time for them to share**
- Authentic assessments - **assessments that apply to a student's family**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit
- Independent study - **have students study their own lineage**
- Interest-based content - **choose a volunteer organization to research and present**
- Real-world problems and scenarios - **research a recent natural disaster and locate volunteer organizations that would assist.**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit
- Pre-teaching of vocabulary and concepts
- 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
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 3

Desired Results

Unit 3: Looking a Little Closer and Writing to Analyze Literature

Unit Summary: Students will look into the different types of natural energy while also zooming in on a mystery. They will use point of view to solve a myster while determining the meaning of unfamiliar words in a text and compare first- and third-person points of view. To accomplish this, they will be reading both informational and realistic fiction text. Students will use the steps for writing to analyze literature, which includes the research path of finding text evidence through source texts and using details from a literary text to support their claim about an element of the text.

Learning Standards

NJSLS:

NJSLS ELA Grade 4 - 2023

L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.
Read grade-level text with purpose and understanding.
Read grade-level text orally with accuracy, appropriate rate, and expression.
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
L.VL.4.2 Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibility from a range of strategies.
L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

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

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

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

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

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

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

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

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

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

W.AW.4.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SL.PE.4.1.C Prose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

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

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

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

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

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

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

WIDA:

ELD-SS.4-5.Explain.Interpretive Multilingual learners will interpret social studies explanations by

* Determining __different opinions__ in sources for answering compelling and supporting questions about phenomena or events

* Analyzing sources for __a series of contributing factors or causes__

* Evaluating disciplinary concepts and ideas __that are open to different interpretations__

ELD-SS.4-5.Explain.Expressive Multilingual learners will construct social studies explanations that
* Introduce phenomena or events
* Describe components, order, causes __and effects,__ or cycles __using relevant examples and details__
* Generalize __probable causes and effects__ of developments or events

ELD-SS.4-5.Argue.Interpretive Multilingual learners will interpret social studies arguments by
* Identifying topic and purpose *(argue in favor or against a position, present a balanced interpretation, challenge perspective)*
* Analyzing relevant information from multiple sources to develop claims in response to compelling questions
* Evaluating __point of view__ and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5.Argue.Expressive Multilingual learners will construct social studies arguments that
* Introduce topic
* Select relevant information to support claims with evidence __from multiple sources__
* Establish perspective
* Show relationships between claims with reasons and __multiple sources__ of evidence

Interdisciplinary Connections

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

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

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

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

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

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

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

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

Interdisciplinary Connections:

Interdisciplinary connections may include but are not limited to:

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

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

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

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

Learning Targets

Unit Essential Questions:

What can we discover by exploring natural energy resourses?

How do people determine what is the best form of energy?

What are ways people can solve mysteries?

What is a literary analysis essay?

Unit Enduring Understandings:

People are able to recognize how natural energy resources will never run out and have many positives.

By analyzing the terrain and enviroment, scientists can determine the best natural energy resource for the area.

Mysteries can be solved in more than one way, but each way follows a series of steps.

A literary analysis essay is a form of opinion writing.

The writer of a literary analysis essay uses details from a literary text to support their claim about an element of the text.

Vocabulary:

Team Unit 3 Lesson 8:

Tier 1: collect, energy, engine, natural, power, solution, Tier 2: directly, fragment, renewable, resources, summarize

Tier 3: battery, blade, electricity, environment, fuel, generator, nuclear energy, pump, turbine, windmill

Team Unit 4 Lesson 12:

Tier 1: agreed, brim, clues, figure, height, substitute, surrounded, twigs, vacuumed, Tier 2: beneath, determined, evidence, examine, facts, information, moment, Tier 3: bandit, detectives, doe, fawn, mystery, point of view, suspect

The Write Track Unit 1 Lesson 2: Contexts clues, synonyms, antonyms, examples, definitions, descriptions,

The Write Track Unit 1 Lesson 3: Literal language, figurative language, idiom, simile, metaphor, personification, Onomatopoeia,

The Write Track Unit 2 Lesson 10: Compare, contrast,

The Write Track Unit 3 Lesson 17: response to literature

Students will be able to:

Content Objectives

- make inferences
- identify fragments and complete sentences
- write a summary
- identify point of view
- identity and use subject and object pronouns
- write a mystery story
- understand the meaning of words through context clues
- use literal and figurative language correctly
- Identify the different parts of figurative language
- write an opened ended prompt by comparing and contrasting
- utilize a venn diagram to organize the pre - writing
- create a response to literature writing after reading a given story

Language Objectives

- read, discuss, and write about wind and wind energy
- listen to a conversation about different types of energy
- read, discuss, and write about solving a backyard mystery
- listen and understand a story about a classroom mystery

Learning Activities & Differentiation: *(Climate Change)*

Magnetic Correlation Unit 3

Team Unit 3 Lesson 8: The Wonders of Wind

Day 1: Before We Read pg. 106

- discuss vocabulary

- learning goals
- introduce inferencing

Day 2-3: Let's Read pg. 108

- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 113

Day 4: Listen and Discuss pg. 114

- discuss vocabulary
- learning goals
- listen to a conversation about different types of energy once, than twice to fill out the chart
- facilitate turn and talk on pg. 115

Day 5: Learning About Language pg. 116

- discuss vocabulary
- practice grammar skill of fragments
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 118

- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

<u>Team Unit 4 Lesson 12: Everyday Mysteries</u>

Day 1: Before We Read pg. 163

- discuss vocabulary
- learning goals
- introduce point of view

Day 2-3: Let's Read pg. 165

- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks

- complete show what you know
- independent "what did you learn" pg. 170

Day 4: Listen and Discuss pg. 171
- discuss vocabulary
- learning goals
- listen to a passage about a classroom mystery once, than twice to fill out the chart
- facilitate turn and talk on pg. 172

Day 5: Learning About Language pg. 173
- discuss vocabulary
- practice grammar skill of pronouns
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 175
- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

<u>The Write Track Unit 1 Lesson 2: Words in Context</u>

Word Clues pg. 22

Synonyms and antonyms
- Introduction: pg. 23
- Guided Practice: pg. 24

Examples, definitions, descriptions,
- Introduction: Pg. 26
- Guided Practice pg. 27

Independent Practice: pg. 30

<u>The Write Track Unit 1 Lesson 3: Word Relationships</u>

Word Relationships
- Introduction: pg. 32
- Guided Practice: pg. 33

Independent Practice: pg. 35

<u>The Write Track Unit 2 Lesson 10:</u> Compare and Contrast
Compare and Contrast

- Introduction: pg. 102
- Guided Practice: pg. 102

Independent Practice: pg. 107

<u>The Write Track Unit 3 Lesson 17: Response to Literature</u>

- Introduction: pg. 216
- Guided Practice (each step of the writing process): pg. 216 - 226

Independent Practice: pg.227 - 230 (complete writing)

Assessment Evidence
Formative Assessments: exit tickets, IReady assessments, check in's, Show What You Know, What Did you Learn?,
Summative Assessments: IReady Unit Assessment, vocabulary and skill assessments
Common Benchmark Assessments: iReady BOY, Fall Writing Assessment
Alternative Assessments: verbal or picture based assessments for newcomer students,

Core Instructional & Supplemental Materials
TEAM Level D Student Books, The Write Track Level D
IReady Curriculum Grade 4, IReady Writing

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**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **using mini-figures for the different types of energy**
- Use of assisted technology - **making sure vocabulary terms are loaded on AAC device**
- Modification of content and student products - **providing a script of the audio for the listening part**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **including hands on activites to solve the mystery**
- Use of prompts - **sentence frames that students can listen via audio**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **frontloading natural energy vocabulary with pictures and videos.**
- Use of prompts - **guiding students to work in groups when applicable**
- Testing accommodations - **rereading vocabulary defintions**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons - **reducing grammar lessons when students show mastery of skill**
- Inquiry-based instruction - **set an inquiry question about a natural energy source for students to answer**
- Independent study - **have students solve a mystery by looking at different points of view**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- 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
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 4

Desired Results

Unit 4: How Things Work and Writing a Narrative

Unit Summary: Students will be exploring how different things work from the evolvment of a bicycly to laws in the community. Through these readings, students will apply skills such as sequencing events and compare and contrasting. Students will write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. They will develop a narrative that will take place in first person, using grammar skills learned throughout the year while also developing complete sentences using subject and predicates.

Learning Standards

NJSLS:

NJSLS ELA Grade 4 - 2023

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SL.PE.4.1.C Prose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

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

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

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

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

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

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

WIDA:

ELD-SS.4-5.Explain.Interpretive Multilingual learners will interpret social studies explanations by

* Determining __different opinions__ in sources for answering compelling and supporting questions about phenomena or events

* Analyzing sources for __a series of contributing factors or causes__
* Evaluating disciplinary concepts and ideas __that are open to different interpretations__

ELD-SS.4-5.Explain.Expressive Multilingual learners will construct social studies explanations that
* Introduce phenomena or events
* Describe components, order, causes __and effects,__ or cycles __using relevant examples and details__
* Generalize __probable causes and effects__ of developments or events

ELD-SS.4-5.Argue.Interpretive Multilingual learners will interpret social studies arguments by
* Identifying topic and purpose *(argue in favor or against a position, present a balanced interpretation, challenge perspective)*
* Analyzing relevant information from multiple sources to develop claims in response to compelling questions
* Evaluating __point of view__ and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5.Argue.Expressive Multilingual learners will construct social studies arguments that
* Introduce topic
* Select relevant information to support claims with evidence __from multiple sources__
* Establish perspective
* Show relationships between claims with reasons and __multiple sources__ of evidence

Interdisciplinary Connections

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

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

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

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

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

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

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

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

Interdisciplinary Connections:

Interdisciplinary connections may include but are not limited to:

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

6.1.5.CivicsPR.4: Explain how policies are developed to address public problems.
6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
6.1.5.CivicsCM.2: Use evidence from multiple sources to construct a claim about how self discipline and civility contribute to the common good.
6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
1.2.5.Pr6b: Identify and compare experiences and benefits of presenting media artworks.

Learning Targets

Unit Essential Questions:

How can a simple invention such as a bicycle unite the world?

How have things changed over time?

What purpose do laws serve?

What is narrative writing?

What are examples of narrative writing?

Unit Enduring Understandings:

The bicycle was an invention that was improved on from different inventors from around the world.

Bicycles are used by many people from athletics to those who many have disabilities.

Though ideas have evolved over time, understanding where they have originated from will allow people to analyze the impact over time.

Laws serve to protect people who live under them.

Narrative writing tells a real or imagined story.

The writer uses dialogue, description, and other techniques to create and develop characters and events.

The event sequence, or plot, focuses on a problem or situation and how it is eventually solved.

Examples of narrative writing are realistic fiction, historical fiction, folktales, tall tales, fantasies, myths, legends, fables, plays, and poems.

Vocabulary:

Team Unit 2 Lesson 4:

Tier 1: disobey, president, protect, punishment Tier 2: fine, involved, order, sequence, Tier 3: arrest, bill, citizens,

enforce, federal, government, law, local, representative, safety, vote, warning

Team Unit 3 Lesson 7:
Tier 1: attached, built, goal, huge, modern, solid, style Tier 2: compare, connected, contrast, Tier 3: balance, brakes, chain, crank, cushion, handlebars, pedal, steering, system, tires

The Write Track Unit 1 Lesson 6: Subject,predicate, Pronoun, Complete subject, complete predicate, Sentence fragment, run on sentence, Action verb, object, Relative pronoun, Relative adverbs, adjectives, Prepositions, prepositional phrases

The Write Track Unit 2 Lesson 9: Cause, effect,

The Write Track Unit 3 Lesson 14: Narrative, personal narrative, creative narratives, time order, setting,

Students will be able to:

Content Objectives

- identify sequence of events
- use prefixes to create words that mean the opposite
- write directions or rules
- compare and contrast two things
- use prefixes
- compose sentences with a subject and predicate
- use English grammar to expand on sentence structure
- write an opened ended prompt using a cause and effect
- compose a personal narrative in first person

Language Objectives

- read, discuss, and write about different types of laws
- listen to a passage about different types of laws
- read, discuss, and write about bicycles
- listen to a passage about riding a bicycle
- write about the history of bicycles using sequence words

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

Magnetic Reading Correlation Unit 4:

Team Unit 2 Lesson 4: Following the Law

Day 1: Before We Read pg. 49

- discuss vocabulary
- learning goals
- introduce sequence of events

Day 2-3: Let's Read pg. 51

- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 56

Day 4: Listen and Discuss pg. 57

- discuss vocabulary
- learning goals
- listen to a passage about federal and state laws once, than twice to fill out the chart
- facilitate turn and talk on pg. 58

Day 5: Learning About Language pg. 59

- discuss vocabulary
- practice grammar skill of prefixes
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 61

- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

Team Unit 3 Lesson 7: Pedaling Through History

Day 1: Before We Read pg. 92

- discuss vocabulary
- learning goals
- introduce compare and contrast

Day 2-3: Let's Read pg. 94

- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 99

Day 4: Listen and Discuss pg. 100

- discuss vocabulary
- learning goals
- listen to a passage about riding a bicycle once, than twice to fill out list
- facilitate turn and talk on pg. 101

Day 5: Learning About Language pg. 102

- discuss vocabulary
- practice grammar skill of prefixes
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 104

- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

<u>The Write Track Unit 1 Lesson 6: Grammar</u>

subject and predicate

- Introduction: pg. 55
- Guided Practice: pg. 57

Fragments

- Introduction: Pg. 57
- Guided Practice pg. 59

Run on sentences

- Introduction: pg. 59
- Guided Practice: pg. 60

Verbs

- Introduction: pg. 61

- Guided practice: pg. 62

Relative Pronoun, relative adverbs, adjectives

- Introduction: pg. 63
- Guided Practice

May, *Must*, and *Can*

- Introduction: pg. 65
- Guided Practice: Pg. 66

Prepositions and prepositional phrases

- Introduction: pg. 66
- Guided practice: pg. 68

Independent Practice: pg. 69

<u>The Write Track Unit 2 Lesson 9: Cause and Effect</u>

Cause and Effect

- Introduction: pg. 94
- Guided Practice: pg. 94

Independent Practice: pg. 99

<u>The Write Track Unit 3 Lesson 14: Narrative Writing</u>

- Introduction: pg. 167
- Guided Practice (each step of the writing process): pg. 167 - 179

Independent Practice: pg. 180 - 183 (complete writing)

Assessment Evidence
Formative Assessments: exit tickets, IReady assessments, check in's, Show What You Know, What Did you Learn?,
Summative Assessments: IReady Unit Assessment, vocabulary and skill assessments
Common Benchmark Assessments: iReady BOY, Fall Writing Assessment

Alternative Assessments: verbal or picture based assessments for newcomer students,

Core Instructional & Supplemental Materials

TEAM Level D Student Books, The Write Track Level D

IReady Curriculum Grade 4, IReady Writing

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**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **using models of bicycles to put on a timeline**
- Use of assisted technology - **programming AAC device to write a narrative using chunks of sentences**
- Modification of content and student products - **modify content the correlates with student's IEP**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **provide visuals of timelines**
- Testing accommodations - **read test answers aloud or provide audio**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **use videos to frontload vocabulary**
- Use of prompts - **sentence frames and choices for narrative writing**
- Authentic assessments - **making sure the assessment is appropriate for student learning**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Independent study - **research a law and investigate the orgins of the law**
- Higher-order thinking skills - **create a bicycle within specific guidelines**
- Real-world problems and scenarios - **give students a situation and they determine what law would be applicable**

Specific Strategies and Practices that Support **English Language Learners**:

Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- 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
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 5

Desired Results

Unit 5: New Technologies and Writing to Inform

Unit Summary: Students will explore how technology can change, inspire people, and make people feel. They will identify how the setting can impact the information being read about. Furthermore, they will learn about organizations within our countries whose technology has improved throughout the years. Students will use the steps for writing to inform, which includes the research path of finding text evidence and organizing evidence including facts, definitions, details, quotations, examples, and other information, to tell about (inform) or explain about a topic or idea. This will allow them to create a descriptive writing piece.

Learning Standards

NJSLS:

NJSLS: ELA Grade 4 - 2023

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

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

L.WF.4.3 Demonstrate command and conventions of writing, including those listed under grade three foundational skills.

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

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

L.WF.4.3.F Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
L.WF.4.3.G Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
L.VI.4.3.A Explain the meaning of simple similes and metaphors (e.g., pretty as a picture) in context.
L.VI.4.3.C Recognize and explain the meaning of common idioms, adages, and proverbs.
RL.CR.4.1 Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.
RL.CI.4.2 Summarize a literary text and interpret the author's theme citing key details from the text
RL.IT.4.3 Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence
RL.TS.4.4 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.CT.4.8 Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.
RI.CR.4.1 Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.
RI.CI.4.2 Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.
RI.IT.4.3 Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.
RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.AA.4.7 Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
W.IW.4.2.A Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
W.IW.4.2.B Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
W.IW.4.2.C Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
W.IW.4.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
W.IW.4.2.E Provide a conclusion related to the information or explanation presented.
W.WP.4.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing
W.WP.4.4.A Identify audience, purpose, and intended length of composition before writing.
W.WP.4.4.B Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

W.WP.4.4.C Consider writing as a process, including self-evaluation, revision and editing.
W.WP.4.4.D With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
W.WP.4.4.E After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style
W.WR.4.5 Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
W.SE.4.6 Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
W.RW.4.7 Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
SL.PE.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
SL.PE.4.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.PE.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
SL.PE.4.1.C Prose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.PE.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.II.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats(e.g., visually, quantitatively, and orally).
SL.ES.4.3 Identify the reasons and evidence a speaker provides to support particular points.
SL.PI.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
SL.UM.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.AS.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

WIDA:

ELD-SS.4-5.Explain.Interpretive Multilingual learners will interpret social studies explanations by

* Determining __different opinions__ in sources for answering compelling and supporting questions about phenomena or events
* Analyzing sources for __a series of contributing factors or causes__
* Evaluating disciplinary concepts and ideas __that are open to different interpretations__

ELD-SS.4-5.Explain.Expressive Multilingual learners will construct social studies explanations that

* Introduce phenomena or events
* Describe components, order, causes __and effects,__ or cycles __using relevant examples and details__
* Generalize __probable causes and effects__ of developments or events

ELD-SS.4-5.Argue.Interpretive Multilingual learners will interpret social studies arguments by

* Identifying topic and purpose *(argue in favor or against a position, present a balanced interpretation, challenge perspective)*
* Analyzing relevant information from multiple sources to develop claims in response to compelling questions

* Evaluating __point of view__ and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5.Argue.Expressive Multilingual learners will construct social studies arguments that
* Introduce topic
* Select relevant information to support claims with evidence __from multiple sources__
* Establish perspective
* Show relationships between claims with reasons and __multiple sources__ of evidence

Interdisciplinary Connections

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

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

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

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

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

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

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

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

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

Interdisciplinary Connections:

Interdisciplinary connections may include but are not limited to:

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

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

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

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

Learning Targets

Unit Essential Questions:	Unit Enduring Understandings:

What do we use to write with descriptive elements? How has new technology influenced society? What does entertainment mean to society? What organizations help the United States? How have organization in the United States gotten better?	We need to use our full senses to give readers a real perspective. New technology such as the movies has allowed society to come together to enjoy entertainment. Entertainment can come in many forms, but it allows people to be able to enjoy the moment. There are many organizations that help the United States such as the FBI. Through new technological improvements, the crime fighting organizations in the United States are able to identify perpetrators.

Vocabulary:

Team Unit 3 Lesson 9:

Tier 1: ashamed, attention, casually, dozen, flickered, strolled, technology, variety Tier 2: admission, dialogue, ditched, impressed, mended Tier 3: amusement, audience, gentleman, immigrant, magician, nickelodeon, screen, theater

Team Unit 4 Lesson 10:

Tier 1: files, initials, physical, solve, training, Tier 2: identical, investigate, prediction, Tier 3: academy, agency, agent, cell, codes, polygraph, preposition, saliva, self - defense, weapon

The Write Track Unit 1 Lesson 5: Statement, command, period, comma, question mark, exclamation mark, quotation marks, apostrophe, Possessive noun

The Write Track Unit 3 Lesson 15: Descriptive writing

Students will be able to:

Content Objectives

- identify setting
- use quotation marks in dialogue
- write a descriptive paragraph
- make predictions

- use prepositional phrases
- utilize basic English end marks and punctuation
- show ownership to the subject in the sentence with possessive nouns
- compose a descriptive writing by using details

Language Objectives
- read, discuss, and write about how people felt about new technologies
- listen and understand a story about new technology
- read, discuss and write about the FBI and what it does
- listen to a passage about technology that the FBI uses
- write about the steps to become an FBI agent

Learning Activities & Differentiation: *(Diversity & Inclusion [DEI].)*
Magnetic Reading Unit 5 Correlation:
Team Unit 3 Lesson 9: Then and Now
Day 1: Before We Read pg. 120
- discuss vocabulary
- learning goals
- introduce setting

Day 2-3: Let's Read pg. 121
- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 127

Day 4: Listen and Discuss pg. 128
- discuss vocabulary
- learning goals
- listen to a story about new technology once, than twice to fill out the chart
- facilitate turn and talk on pg. 129

Day 5: Learning About Language pg. 130

- discuss vocabulary
- practice grammar skill of punctuation
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 132

- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

<u>Team Unit 4 Lesson 10: The ABCs of the FBI</u>

Day 1: Before We Read pg. 135

- discuss vocabulary
- learning goals
- introduce main idea and key details

Day 2-3: Let's Read pg. 137

- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 142

Day 4: Listen and Discuss pg. 143

- discuss vocabulary
- learning goals
- listen to a conversation between friends about solving crimes once, than twice to fill out the list
- facilitate turn and talk on pg. 144

Day 5: Learning About Language pg. 145

- discuss vocabulary
- practice grammar skill of prepositions
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 147

- discuss vocabulary
- model quick write and expectations

- Complete organizer and writing

<u>The Write Track Unit 1 Lesson 5: Rules of English</u>
Using Capital letters
- Introduction: pg. 46
- Guided Practice: pg. 48

Punctuation, commas, quotation marks
- Introduction: Pg. 48
- Guided Practice pg. 50

Apostrophes
- Introduction: pg. 51
- Guided Practice: pg. 52

Independent Practice: pg. 53

<u>The Write Track Unit 3 Lesson 15: Descriptive Writing</u>
- Introduction: pg. 184
- Guided Practice (each step of the writing process): pg. 184 - 194

Independent Practice: pg. 195 - 198(complete writing)

Assessment Evidence
Formative Assessments: exit tickets, IReady assessments, check in's, Show What You Know, What Did you Learn?,
Summative Assessments: IReady Unit Assessment, vocabulary and skill assessments
Common Benchmark Assessments: iReady BOY, Fall Writing Assessment
Alternative Assessments: verbal or picture based assessments for newcomer students,

Core Instructional & Supplemental Materials

TEAM Level D Student Books, The Write Track Level D
IReady Curriculum Grade 4, IReady Writing

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**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **show examples of what older entertainment used to look like**
- Use of prompts - **use prompting to help students create a descriptive writing piece**
- Modification of content and student products - **include a word bank with pictures for descriptive writing**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **include script for listening part**
- Modification of content and student products - **enlargement of student text**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **act out different vocabulary words when talking about the FBI**
- Modification of content and student products - **include a word bank when applicable**
- Testing accommodations - **rereading test items and clarifying**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Independent study - **study a branch of the FBI**
- Interest-based content - **research some of the first movies to hit the theaters and how they were made.**
- Student-driven instruction - **students use their writing to model what a descriptive writing would look like**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- 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
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Unit 6

Desired Results

Unit 6: America in Time and Energy and Writing an Opinion

Unit Summary: Students will explore America in its past that connects to now. This includes looking at how math has impacted a popular city in America, while also developing an understanding of the importance of the American flag. They will understand information in timelines, graphs, diagrams, and charts. Students will identify and describe a problem-solution and cause-effect structures in texts. Students will use the steps for writing to share an opinion, which includes the research path of finding text evidence through source texts, and organizing evidence to support their opinion of a topic.

Learning Standards

NJSLS:

NJSLS: ELA Grade 4 - 2023

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

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

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

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

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

L.WF.4.3.C USe independent clauses and coordinating conjunctions.
L.VL.4.2.B Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph)
RL.CR.4.1 Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text
RL.CI.4.2 Summarize a literary text and interpret the author's theme citing key details from the text
RL.IT.4.3 Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.
RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.
RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.
RI.CT.4.8 Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.
W.AW.4.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related
ideas are grouped to support the writer's purpose.
W.AW.4.1.B Provide reasons that are supported by facts from texts and/or other sources.
W.AW.4.1.C Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition)
W.AW.4.1.D Provide a conclusion related to the opinion presented.
W.WP.4.4 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
W.WP.4.4.A Identify audience, purpose, and intended length of composition before writing.
W.WP.4.4.B Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.

W.WP.4.4.C Consider writing as a process, including self-evaluation, revision and editing.
W.WP.4.4.D With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
W.WP.4.4.E After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style
W.WR.4.5 Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
W.SE.4.6 Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
W.RW.4.7 Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.
SL.PE.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
SL.PE.4.1.A Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.PE.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
SL.PE.4.1.C Prose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.PE.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.II.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats(e.g., visually, quantitatively, and orally).
SL.ES.4.3 Identify the reasons and evidence a speaker provides to support particular points.
SL.PI.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
SL.UM.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.AS.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

WIDA:

ELD-SS.4-5.Explain.Interpretive Multilingual learners will interpret social studies explanations by
* Determining __different opinions__ in sources for answering compelling and supporting questions about phenomena or events
* Analyzing sources for __a series of contributing factors or causes__
* Evaluating disciplinary concepts and ideas __that are open to different interpretations__

ELD-SS.4-5.Explain.Expressive Multilingual learners will construct social studies explanations that
* Introduce phenomena or events
* Describe components, order, causes __and effects,__ or cycles __using relevant examples and details__
* Generalize __probable causes and effects__ of developments or events

ELD-SS.4-5.Argue.Interpretive Multilingual learners will interpret social studies arguments by
* Identifying topic and purpose *(argue in favor or against a position, present a balanced interpretation, challenge perspective)*
* Analyzing relevant information from multiple sources to develop claims in response to compelling questions
* Evaluating __point of view__ and credibility of source, based on distinctions between fact and opinion

ELD-SS.4-5.Argue.Expressive Multilingual learners will construct social studies arguments that
* Introduce topic
* Select relevant information to support claims with evidence __from multiple sources__
* Establish perspective
* Show relationships between claims with reasons and __multiple sources__ of evidence

Interdisciplinary Connections

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

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

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

8.2.5.ETW.1: Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems.
8.2.5.ETW.2: Describe ways that various technologies are used to reduce improper use of resources.
8.2.5.ETW.3: Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
8.2.5.ETW.4: Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.

8.2.5.ETW.5: Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
8.2.5.ED.5: Describe how specifications and limitations impact the engineering design process.
8.1.5.DA.5: Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
8.2.5.ED.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints).
8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of a product and a system.
8.2.5.ITH.2: Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.
8.2.5.ITH.3: Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.

Interdisciplinary Connections:

nterdisciplinary connections may include but are not limited to:
6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.

Learning Targets

Unit Essential Questions:

What is opinion writing?
What are examples of opinion writing?
What is the importance of the American Flag?
What are the origins of Fourth of July?
How does math go with American history?

Unit Enduring Understandings:

In opinion writing, a writer states an opinion that reflects their point of view about a topic.
The writer supports their opinion by giving strong reasons and then using evidence, such as facts and details, to explain each reason.
Examples of opinion writing include newspaper or magazine articles, book and movie reviews, and advertisements.
Essays, speeches, and letters can also be opinion writing if the writer uses the form to express his or her opinion about a topic.
The American flag represents freedom that soldiers fought for, and all the states apart of it.
Fourth of July is one of the biggest holidays in the United States as it is the day we gained independence.

Vocabulary:

Team Unit 1 Lesson 2:
Tier 1: celebrate, display, soldier, spectacular, stripes, symbols, Tier 2: cause, declared, effect, float, freedom, honor,

parade, represent, Tier 3: abstract, colonies, declaration, independence, liberty, patriotic, taxes

Team Unit 4 Lesson 11:
Tier 1: advice, arrangement, challenge, curious, expensive, puzzle, Tier 2: broad, constant, established, mysterious, purchase, realize, Tier 3: column, diagonal, grid, horizontal, intersect, parallel, perpendicular, quadrant, row, square, sum, synonyms, vertical

The Write Track Unit 3 Lesson 13: Opinion, persuasive writing, facts, reasons,

Students will be able to:

Content Objectives

- identify cause and effect
- identify and use abstract nouns
- identify a problem and solution
- identify synonyms
- write an explanatory paragraph about a problem and solution
- compose an opinion writing using facts and reasons

Language Objectives

- read, discuss, and write about the founding of our country
- listen to a passage about the symbolism of the American flag
- write a diary entry about an Independence Day Celebration
- read, discuss, and write about Benjamin Franklin and math puzzles
- listen to a passage about the design of Philadelphia

Learning Activities & Differentiation: *(Amistad, Asian American & Pacific Islanders,)*

Magnetic Reading Correlation Unit 6

Team Unit 1 Lesson 2: Born on the Fourth of July

Day 1: Before We Read pg. 20

- discuss vocabulary
- learning goals

- introduce cause and effect

Day 2-3: Let's Read pg. 22

- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 27

Day 4: Listen and Discuss pg. 28

- discuss vocabulary
- learning goals
- listen to a passage about the American flag once, than twice to fill out the chart
- facilitate turn and talk on pg. 29

Day 5: Learning About Language pg. 30

- discuss vocabulary
- practice grammar skill of abstract nouns
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 32

- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

<u>Team Unit 4 Lesson 11: The Problem with Squares</u>

Day 1: Before We Read pg. 187

- discuss vocabulary
- learning goals
- introduce problem and solution

Day 2-3: Let's Read pg. 151

- discuss vocabulary
- read once to understand
- read again and complete check points and turn & talks
- complete show what you know
- independent "what did you learn" pg. 156

Day 4: Listen and Discuss pg. 157

- discuss vocabulary
- learning goals
- listen to a passage about a problem with Philadelphia once, than twice to find the solution
- facilitate turn and talk on pg. 158

Day 5: Learning About Language pg. 159

- discuss vocabulary
- practice grammar skill of synonyms
- complete pages (decide as a class, together, independent)

Day 6-7: Write About It pg. 161

- discuss vocabulary
- model quick write and expectations
- Complete organizer and writing

<u>The Write Track Unit 3 Lesson 13: Opinion Writing</u>

- Introduction: pg. 150
- Guided Practice (each step of the writing process): pg. 151 - 162

Independent Practice: pg. 163 - 166 (complete writing)

Assessment Evidence
Formative Assessments: exit tickets, IReady assessments, check in's, Show What You Know, What Did you Learn?,
Summative Assessments: IReady Unit Assessment, vocabulary and skill assessments
Common Benchmark Assessments: iReady BOY, Fall Writing Assessment
Alternative Assessments: verbal or picture based assessments for newcomer students,

Core Instructional & Supplemental Materials
TEAM Level D Student Books, The Write Track Level D

IReady Curriculum Grade 4, IReady Writing

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**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **hands on activity to solve the math problem of Philadelphia**
- Use of assisted technology - **program AAC to include American History vocabulary**
- Use of prompts - **prompt students to when something is a fact or opinon**

Specific Strategies and Practices that Support **Students with 504**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **allow students to access audio for the text**
- Testing accommodations - **rereading and clarifying vocabulary**
- Authentic assessments - **giving assessments that apply to the student**

Specific Strategies and Practices that Support **Struggling Learners**:
Specific examples applied to the unit

- Use of visual and multisensory formats - **give students a picture vocabulary sheet on their desk with important people in American History**
- Use of assisted technology - **use videos to frontload information about the American Flag**

Specific Strategies and Practices that Support **Gifted & Talented Student**s:
Specific examples applied to the unit

- Adjusting the pace of lessons - **moving forward from topics students have mastered**
- Independent study - **pick an American Flag to study and research why it looks like that at that time.**
- Real-world problems and scenarios - **create a math problem similar to Ben Franklin's problem**

Specific Strategies and Practices that Support **English Language Learners**:
Specific examples applied to the unit

- Pre-teaching of vocabulary and concepts
- 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
- Sentence frames
- Think-pair-share
- Cooperative learning groups