

**MOUNT HOLLY TOWNSHIP SCHOOL DISTRICT  
4th GRADE ENGLISH LANGUAGE ARTS CURRICULUM**



**2016 ELA Standards with companion June 2020 NJSLS  
Board Approval: August 2022**

**District Administration**

Mr. Robert Mungo	Superintendent
Mrs. Amie Dougherty	Director of Curriculum and Instruction
Mrs. Tifanie Pierce	Director of Special Services
Mrs. Carolyn McDonald	Director of Equity and Student Services
Mr. Daniel Finn	Principal 5-8
Mr. Thomas Braddock	Principal 2-4
Mrs. Nicole Peoples	Principal PreK-1
Mrs. Kinny Nahal	Assist Principal 5-8
Mrs. Evon DiGangi	School Business Administrator

**Mount Holly Township Board of Education**

Mrs. Janet DiFolco	Board President
Ms. Jennifer Mushinsky	Board Vice-President
Mrs. Brianna Banks	Board Member
Mrs. Janene Ciotti	Board Member
Mr. William Monk	Board Member

**New Jersey English Language Arts Standards:**  
[2016 New Jersey Student Learning Standards - ELA](#)

**2016 New Jersey Student Learning Standards for English Language Arts**

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that:

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts; and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

**The NJSLS-ELA feature the following elements:**

- Anchor Standards: general expectations consistent across grades that must be met for students to be prepared to enter college and workforce training programs ready to succeed.
- Strands: Broad ideas nested within each of the anchor standards that describe the areas of focus for the NJSLS-ELA.
- Progress Indicators: define grade-specific expectations and frame a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

- Companion Standards: Grades 6-12 feature content area-specific guidance in history/social studies, science, and technical subjects based on anchor standards, and include expectations refined by the unique literacy requirements of the particular discipline(s).

**Reading (NJSLA.R):** Text complexity and the growth of comprehension

The Reading anchor standards place equal emphasis on the sophistication of what students read and the skill with which they read. NJSLA.R defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

**Writing (NJSLA.W):** Text types, responding to reading, and research

The Writing anchor standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. NJSLA.W stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

**Speaking and Listening (NJSLA.SL):** Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

**Language (NJSLA.L):** Conventions, effective use, and vocabulary

The Language anchor standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

**New Jersey Computer Science and Design Thinking Standards**  
[2020 New Jersey Student Learning Standards: Computer Science and Design Thinking](#)

**New Jersey Career Readiness, Life Literacies, and Key Skills Standards**  
[2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies & Key Skills](#)

**Pacing Guide**

Topic	Unit #	Unit Length
Responding to Others <ul style="list-style-type: none"> <li>● Expository Text</li> <li>● Realistic Fiction</li> <li>● Argumentative Text</li> </ul>	1	5 Weeks
Adapting to Change <ul style="list-style-type: none"> <li>● Expository Text</li> <li>● Drama</li> <li>● Poetry</li> </ul>	2	5 Weeks
Making Differences in the Community <ul style="list-style-type: none"> <li>● Realistic Fiction</li> <li>● Biography</li> <li>● Argumentative Text</li> </ul>	3	5 Weeks
The Impact of Government, Technology & Inventions on our Lives <ul style="list-style-type: none"> <li>● Narrative Nonfiction</li> <li>● Historical Fiction</li> <li>● Narrative Poetry</li> </ul>	4	5 Weeks
Responding to the Past, Present & Future	5	5 Weeks

<ul style="list-style-type: none"> <li>● Expository Text</li> <li>● Realistic Fiction</li> </ul>		
Identifying Cultural Values <ul style="list-style-type: none"> <li>● Narrative Nonfiction</li> <li>● Historical Fiction</li> <li>● Free Verse</li> </ul>	6	5 Weeks

<b>Unit #1</b>	
Unit Title	Responding to Others
Reading Genre(s)	Text Set 1 - Expository Text Text Set 2 - Realistic Fiction Text Set 3- Argumentative Text
Writing Tasks	Argumentative Writing
Recommended Pacing	5 Weeks
Unit Summary	<p>In text set one, students will focus on how people respond to natural disasters. They will explore how first responders are trained to help people during natural disasters, how some natural disasters can be predicted, how people can prepare for natural disasters, and how some natural disasters are caused by fast-moving changes to the Earth's surface, and specifically explore earthquakes and avalanches. This information will be shared through an informational text. Students will read informational text to explain how diagrams and headings contribute to the understanding of a text. They will identify the text structure of compare and contrast in a text. They will be able to explain the author's perspective on a topic of an informational text.</p>

They will acquire and use grade-appropriate vocabulary within the text and use context to determine the meaning of multiple-meaning words.

In text set two, students will focus on how their actions affect others. They will explore how you can be friends with others who are different from you, how to help others to make new friends, being honest with your feelings, and how everyone can take action to stop bullies. This information will be shared through fictional text. Students will explain the development of the plot in a literary text. They will explain how conflict contributes to the plot of a literary text. They will explain an author's claim and the reasons and evidence used to support the claim. Students will also acquire and use grade-appropriate academic vocabulary and use context clues to determine the meanings of idioms and homophones.

In text set three, students will focus on how starting a business can help others. Students will explore how small businesses help their communities. They will understand how social entrepreneurship is a way for companies to help their communities and the environment and still make money. Students will brainstorm how to raise money for charity. They will also understand how running a business does not always have to be profitable and that people of all ages can start a business. This information will be shared through informational text. Students will explain how graphs and headings contribute to the understanding of a text. They will identify the text structure of sequence in a procedural text. They will explain how relevant details support the central idea, implied or explicit. They will acquire and use grade-appropriate academic vocabulary and apply knowledge of suffixes to determine the meaning of unfamiliar words.

Within the unit, students will create an argumentative piece. Students will write to make a claim supporting a perspective with logical reasons, using relevant evidence from multiple sources.

Career Readiness, Life Literacies, and Key Skills Standards

Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation.

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.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).

The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).



	<p>You can give back in areas that matter to you.</p> <ul style="list-style-type: none"> <li>● 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</li> </ul> <p>Culture and geography can shape an individual’s experiences and perspectives.</p> <ul style="list-style-type: none"> <li>● 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).</li> </ul>
Computer Science and Design Thinking (Technology)	<ul style="list-style-type: none"> <li>● 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.</li> <li>● 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.</li> <li>● 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.</li> </ul>
Diversity, Equity, and Inclusion	Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of text include <i>Experts, Incorporated; Speaking Out to Stop Bullying</i>
Amistad	Addressed in Units 3&6

Enduring Understandings	Essential Questions
<p style="text-align: center;"><b>Text Set 1:</b></p> <ul style="list-style-type: none"> <li>● <b>Read grade level texts</b> with accuracy, automaticity, and appropriate prosody or expression.</li> </ul>	<p>Text Set 1: How do people respond to natural disasters?  Text Set 2: How do your actions affect others?  Text Set 3: How can starting a business help others?</p>

- Explain how **diagrams and headings** contribute to the understanding of a text
- Identify the text structure of **compare and contrast** in a text
- Explain an **author's perspective** on a topic in an informational text
- **Read and comprehend texts** in the grades 4-5 text complexity band proficiently
- **Summarize** a text to enhance comprehension
- **Write in response to text**
- Write to make a claim supporting a perspective with logical reasons, using **relevant evidence from multiple sources**
- With guidance and support from peers and adults, develop and **strengthen writing** as needed by planning, revising, and editing
- **Report on a topic or text**, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
- Acquire and use grade-appropriate **academic vocabulary**
- Use **context** to determine the meaning of multiple-meaning words

**Text Set 2:**

- **Read grade-level texts** with accuracy, automaticity, and appropriate prosody or expression
- Explain the development of the **plot** in a literary text
- Explain how **conflict** contributes to the plot in a literary text
- **Read and comprehend** texts in the grades 4-5 text complexity band proficiently
- **Summarize** a text to enhance comprehension
- Write in **response** to texts
- Explain an author's claim and the **reasons and evidence** used to support the claim
- **Compare and contrast** how authors present information on the **same topic or theme**
- Write to make a **claim supporting a perspective** with logical reasons, using relevant evidence from multiple sources

<ul style="list-style-type: none"> <li>• With guidance and support from peers and adults, develop and strengthen writing as needed by <b>planning, revising, and editing</b></li> <li>• <b>Report on a topic</b> or text, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace</li> <li>• Acquire and use <b>grade-appropriate academic vocabulary</b></li> <li>• Use <b>context clues</b> to determine the meanings of idioms and homophones</li> </ul> <p><b>Text Set 3:</b></p> <ul style="list-style-type: none"> <li>• Explain how <b>graphs and headings</b> contribute to the understanding of a text</li> <li>• Identify the <b>text structure</b> of sequence in a <b>procedural text</b></li> <li>• Explain how relevant details <b>support the central idea</b>, implied or explicit</li> <li>• <b>Read and comprehend</b> texts in the grades 4-5 text complexity band proficiently</li> <li>• <b>Summarize a text</b> to enhance comprehension</li> <li>• Write in <b>response</b> to texts</li> <li>• <b>Compare and contrast</b> how authors present information on the same topic or theme</li> <li>• Write to make a <b>claim supporting a perspective</b> with logical reasons, using evidence from multiple sources, elaboration, and an organizational structure with transitions</li> <li>• With guidance and support from peers and adults, develop and strengthen writing as needed by <b>planning, revising, and editing</b></li> <li>• <b>Report on a topic</b> or text, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace</li> <li>• Acquire and use grade-appropriate <b>academic vocabulary</b></li> <li>• Apply knowledge of <b>suffixes</b> to determine the meaning of <b>unfamiliar words</b></li> </ul>	
<b>District/School Required Texts and Media Formats</b>	<b>District/School Supplementary Resources</b>
<ul style="list-style-type: none"> <li>- Reading Wonders 2023</li> <li>- Sondag</li> </ul>	<ul style="list-style-type: none"> <li>- Epic!</li> <li>- Newsela</li> </ul>

<ul style="list-style-type: none"> <li>- Dibbles</li> <li>- iReady</li> </ul>	<ul style="list-style-type: none"> <li>- Dreamscape</li> <li>- iXL</li> <li>- <a href="#">Read Write Think</a></li> <li>- <a href="#">ReadWorks</a></li> <li>- <a href="#">Scholastic</a></li> <li>- <a href="#">Close Reading Passages by Standard</a></li> <li>- <a href="#">Grammar Activities</a></li> <li>- <a href="#">Editing Practice</a></li> <li>- <a href="#">Reading Comprehension Passages by Skill</a></li> <li>- <a href="#">Vocabulary Practice</a></li> <li>- <a href="#">Weekly Skill Review Pages</a></li> <li>- <a href="#">Informational Text Passages</a></li> <li>- <a href="#">Question Stems by Standard</a></li> <li>- <a href="#">Literacy Games &amp; Activities</a></li> <li>- <a href="#">Exit Slips by Standard</a></li> <li>- <a href="#">Roll &amp; Answer Reading Comprehension Activities</a></li> <li>- <a href="#">Reading Comprehension Board Games</a></li> </ul>
<b>District/School Formative Assessments</b>	<b>District/School Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Reading Wonders Assessments <ul style="list-style-type: none"> <li>○ Oral Reading Proficiency Assessment</li> <li>○ Bi-Weekly Assessments</li> <li>○ Comprehension/Vocabulary Assessments used as Exit Tickets or Independent Work</li> </ul> </li> <li>● Anecdotal Records</li> <li>● Writing Piece <ul style="list-style-type: none"> <li>○ One published piece per marking period</li> </ul> </li> <li>● i- Ready Instruction <ul style="list-style-type: none"> <li>○ 45 minutes weekly</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● District Benchmarks on LinkIt! <ul style="list-style-type: none"> <li>○ 3 per school year</li> </ul> </li> <li>● i-Ready Diagnostic <ul style="list-style-type: none"> <li>○ 3 per school year</li> </ul> </li> <li>● Sonday <ul style="list-style-type: none"> <li>○ On going</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>● Sunday</li> </ul>	
<b>Instructional Best Practices</b>	
<ul style="list-style-type: none"> <li>● Identifying Similarities and Differences</li> <li>● Summarizing and Note Taking</li> <li>● Reinforcing Effort and Providing Recognition</li> <li>● Homework and Practice</li> <li>● Modeling</li> <li>● Cooperative Learning</li> <li>● Setting Objectives and Providing Feedback</li> <li>● Cues, Questions, and Advance Organizers</li> <li>● Gradual Release of Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>● Managing response rates</li> <li>● Checks for Understanding</li> <li>● Diagrams, Charts and Graphs</li> <li>● Coaching</li> <li>● Reading Partners</li> <li>● Visuals</li> <li>● Collaborative Problem Solving</li> <li>● Active Engagement Strategies</li> <li>● Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)</li> </ul>
<b>Learning Plan</b>	
<b>NJSLS</b>	<b>Reading Wonders Learning Targets and Exemplar Lessons:</b>
<p style="text-align: center;"><b><u>Text Set 1:</u></b></p> <p><b>RI.4.1.</b> Refer to details and examples in a text <b>and make relevant connections</b> when explaining what the text says explicitly and when drawing inferences from the text.</p> <ul style="list-style-type: none"> <li>● Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read</li> <li>● Make personal connections, make connections to other texts, and/or make global connections when relevant</li> <li>● Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text</li> <li>● Refer to the text when drawing conclusions as well as when answering directly stated questions</li> </ul>	<p style="text-align: center;"><b><u>Text Set 1:</u></b></p> <p><b>C. Evidence from the Text</b></p> <ol style="list-style-type: none"> <li>1. Identify quotes from a text when explaining what the text says explicitly.</li> <li>2. Identify quotes from a text when explaining inferences drawn from the text.</li> <li>3. Identify references from a text when explaining what the text says explicitly</li> <li>4. Identify references from a text when explaining inferences drawn from the text.</li> <li>5. Refer to the text when drawing conclusions</li> <li>6. Refer to the text when answering directly stated questions</li> </ol>

---

**RI.4.4.** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

- Determine the meaning of words and phrases in a text
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)

---

**RI.4.5.** 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.

Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)

---

**RI.4.7.** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears

- Explain how the information presented in various formats aids to the overall meaning

7.

---

A. Words in a Text

1. Identify the meaning of words in a text.
4. Identify the meaning of words as they are used academically.
5. Identify the meaning of words as they are used in domain-specific text.

---

B. Text Structure: Comparison

6. Identify how a text is **organized comparatively**.
7. Describe the structure when a text is **organized comparatively using events** in a text or part of a text.
8. Describe the structure when a text is **organized comparatively using ideas** in a text or part of a text.
9. Describe the structure when a text is **organized comparatively using concepts** in a text or part of a text.
10. Describe the structure when a text is **organized comparatively using information** in a text or part of a text.

---

A. Interpreting Information: Visually

1. Analyze information presented visually to identify key details.
2. Explain how the information presented visually contributes to an understanding of the text in which it appears.
3. Explain how the information presented visually contributes to the overall meaning.

---

A. Reasons

- I. Identify reasons an author uses to support particular points in a text.

**RI.4.8.** Explain how an author uses reasons and evidence to support particular points in a text.

- Identify reasons and evidence an author uses to support a claim
- Describe how an author uses proof to support a point in the text

---

**RI.4.10.** By the end of year, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.

- Read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year
- Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts
- Read texts with scaffolding as needed

2. Explain how the reasons an author uses support particular points in a text.

- 
- A. Read a variety of texts at grade level
3. Develop mature language skills through complex texts at grade level.
  4. Develop conceptual knowledge through complex texts.
  5. Read texts with scaffolding as needed.

**Text Set 2**

**RL.4.1.** Refer to details and examples in a text **and make relevant connections** when explaining what the text says explicitly and when drawing inferences from the text.

- Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text
- Refer to the text when drawing conclusions as well as when answering directly stated questions

---

**RL.4.3.** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

- Read text closely, looking for key details regarding character, setting, or plot

**Text Set 2**

**C. Evidence from the Text**

8. Refer to the text when answering directly stated questions
9. Identify quotes from a text when explaining conclusions drawn from the text..
10. Identify quotes from a text when explaining predictions drawn from the text.

---

**A. Story**

1. Read text closely looking for key details in a story.
6. Read text closely looking for key details regarding plot in a story.
7. Analyze story elements for literal meaning in a story.

---

**RL.4.4.** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in **literature**.

- Determine the meaning of words and phrases in a text
  - Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, academic, domain-specific)
- 

**RL.4.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity

- Read and understand a wide range of informational and literary texts within the grade level efficiently by the end of the year
- Develop the mature language skills and the conceptual knowledge needed for success in school and life by encountering appropriately complex texts
- Read text with scaffolding as needed

**Text Set 3**

**RI.4.2 -** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

- Identify the key details of a text that support the main idea
- 

**RI.4.7 -** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on

9. Refer to the text to describe the various story elements in a story (character, setting, events)

---

**A. Words in a Text**

1. Identify the meaning of words in a text.
  2. Identify the words that allude to mythological characters
  3. Identify the meaning of words as they are used figuratively
  4. Identify the meaning of words as they are used academically.
  5. Identify the meaning of words as they are used in domain-specific text.
- 

**A. READ A VARIETY OF TEXTS AT GRADE LEVEL**

1. Read multiple stories, dramas and poems throughout the year at grade level.
2. Comprehend stories, dramas and poems at grade level.
3. Develop mature language skills through complex texts at grade level.

**B. Main Idea**

1. Identify the key details of a text.
2. Summarize the key points of the text.
3. Write the main idea of the text.

Explain how the author supports main ideas in the text using key details.

5. Read texts with scaffolding as needed.
- 

**A. Interpreting Information: Visually**

1. Analyze information presented visually to identify key details.



Web pages) and explain how the information contributes to an understanding of the text in which it appears

- Analyze information presented in various formats to identify the key details

---

**RI.4.8** - Explain how an author uses reasons and evidence to support particular points in a text.

- Identify reasons and evidence an author uses to support a claim
- Describe how an author uses proof to support a point in the text

---

**RL.4.1** - Refer to details and examples in a text **and make relevant connections** when explaining what the text says explicitly and when drawing inferences from the text.

---

**Unit Writing Standards**

2. Explain how the information presented visually contributes to an understanding of the text in which it appears.

3. Explain how the information presented visually contributes to the overall meaning.

---

**A. Reasons**

1. Identify reasons an author uses to support particular points in a text.

2. Explain how the reasons an author uses support particular points in a text.

**B. Evidence**

3. Identify evidence an author uses to support points in a text.

4. Explain how the evidence an author uses support points in a text.

5. Write how an author uses proof to support a point in the text.

---

**C. Evidence from the Text**

7. Refer to the text when drawing conclusions

8. Refer to the text when answering directly stated questions

9. Identify quotes from a text when explaining conclusions drawn from the text.

10. Identify quotes from a text when explaining predictions drawn from the text.

11. Identify references from a text when explaining the conclusions drawn from the text.

12. Identify references from a text when explaining predictions drawn from the text.

---

**W.4.1a** - 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.4.1b** - Provide reasons that are supported by facts and details.

**W.4.4** - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

**W.4.7** - Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**W.4.8** - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**W.4.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.4.9b** - Apply grade 4 Reading standards to informational texts.

#### **Unit Speaking & Listening Standards**

**SL.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.4.1a** - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**SL.4.1b** - Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1c** - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**SL.4.1d** - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.2**- Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.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.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

#### **Unit Language Standards**

**L.4.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies

**L.4.4.a**

**L.4.5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings

**L.4.5b** - Recognize and explain the meaning of common idioms, adages, and proverbs.

**L.4.5.c** - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

**L.4.6** - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**Writing Tasks**

- Daily Journal Prompts
- Analyzing Multiple Sources
- Responding to Text using RACE
- **Unit Argumentative Writing Prompt:** Write an argumentative essay for the school newspaper about the skills students should be learning to prepare them for jobs in the future.

**Content Vocabulary**

**Text Set 1:** Reread, Diagrams & Headings, Text Structure: Compare & Contrast, Author’s Perspective

**Text Set 2:** Make Predictions, Plot, Conflict, Author’s Claim

**Text Set 3:** Reread, Graphs & Headings, Central Idea and Relevant Details, Sequence

**Required Speaking and Listening**

- Whole group discussion

**Suggested Speaking and Listening**

- Create audio recordings

<ul style="list-style-type: none"> <li>● Pair-Share</li> <li>● Small group discussions</li> <li>● Teacher directed discussions</li> <li>● Student-led presentations</li> <li>● Follow agreed upon rules for discussion</li> <li>● Questioning techniques</li> <li>● Active Listening Strategies</li> <li>● Oral Presentations</li> <li>● Oral Reading</li> <li>● Oral response to questions</li> <li>● Book talk</li> </ul>	<ul style="list-style-type: none"> <li>● Class debates</li> <li>● Readers’ Theater</li> <li>● Oral Report</li> <li>● Literature Circle</li> <li>● <a href="#">Partner talk</a></li> <li>● <a href="#">Accountable talk</a></li> <li>● <a href="#">Literacy TA-Speaking and Listening Activities</a></li> <li>● <a href="#">Learn Zillion-Crafting a Persuasive Speech</a></li> <li>● <a href="#">Literacy Design Collaborative Modules</a></li> <li>● <a href="#">Literacy in Science-Animal Adaptations</a></li> <li>● <a href="#">Collaboration Kit</a></li> </ul>
<b>Performance Task Options/Interdisciplinary Connections</b>	<b>Professional Resources</b>
<p style="text-align: center;"><b>Content Area Learning</b></p> <p><b>Text Set 1:</b> Earth Structures: Observe and identify slow changes to Earth’s surface caused by weathering, erosion, and deposition from water, wind and ice.</p> <p><b>Text Set 2:</b> Civic &amp; Political Participation: Explain how individuals can participate in civic affairs at state and local levels and how to contact elected and appointed leaders.</p> <p><b>Text Set 3:</b> History Inquiry and Analysis: Analyze primary and secondary resources to identify significant individuals and events throughout history.</p>	<p style="text-align: center;"> <a href="https://www.literacyworldwide.org/">https://www.literacyworldwide.org/</a>  <a href="https://www.naeyc.org/">https://www.naeyc.org/</a>  <a href="https://www.nwp.org/">https://www.nwp.org/</a>  <a href="https://www.readwritethink.org/">https://www.readwritethink.org/</a>  <a href="https://www.winsorlearning.com/">https://www.winsorlearning.com/</a>  <a href="https://www.mheducation.com/prek-12/program/wonders-2023/reading.html?page=1&amp;sortby=title&amp;order=asc&amp;bu=seg">https://www.mheducation.com/prek-12/program/wonders-2023/reading.html?page=1&amp;sortby=title&amp;order=asc&amp;bu=seg</a> </p>
<b>Academic Vocabulary</b>	

**Text Set 1:** alter, collapse, crisis, destruction, hazard, severe, substantial, unpredictable

**Text Set 2:** accountable, advise, desperately, hesitated, humiliated, inspiration, self-esteem, uncomfortably

**Text Set 3:** compassionate, enterprise, exceptional, funds, innovative, process, routine, undertaking

<b>Modifications/Accommodations for Students with IEPs</b>	<b>Modifications/Accommodations for At-Risk Students</b>
<ul style="list-style-type: none"><li>● Review student individual educational plan for instructional, assessment, and environmental supports.</li><li>● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options.</li><li>● Provide extra time for completing tasks, checklists and other tasks.</li><li>● Provide samples and model each step of the writing process as needed.</li><li>● Access to word/picture banks for reference.</li><li>● Modify activities/assignments/projects</li><li>● Breakdown activities/assignments/projects/assessments into manageable units</li><li>● Additional time to complete activities/assignments/projects/assessments</li><li>● Provide an option for alternative activities/assignments/projects/assessments</li><li>● Allow student to receive reading text in various forms (written, verbal, audio)</li><li>● Pre-teach new vocabulary</li><li>● Modify Content</li><li>● Modify Amount of work given</li><li>● Modify Assessment</li><li>● Modify Homework</li><li>● Re-teach skill if needed</li><li>● Allow student to make test corrections or retake assessment</li></ul>	<ul style="list-style-type: none"><li>● Breakdown activities/assignments/projects/assessments into manageable units</li><li>● Additional time to complete activities/assignments/projects/assessments</li><li>● Provide an option for alternative activities/assignments/projects/assessments</li><li>● Small Group Instruction</li><li>● Intervention/Remediation</li><li>● Individual Intervention/Remediation</li><li>● Additional Support Materials</li><li>● Guided Notes</li><li>● Graphic Organizers</li><li>● Tutoring</li></ul> <p style="text-align: center;"><b>Resources:</b> <a href="#"><u>Tier 2 Comprehension</u></a> <a href="#"><u>Tier 2 Fluency</u></a> <a href="#"><u>Tier 2 Phonics/Word Study</u></a> <a href="#"><u>Tier 2 Vocabulary</u></a> <a href="#"><u>Tier 2 Writing and Grammar</u></a></p> <p style="text-align: center;"><b>Please see corresponding unit and week to view suggested lessons and reproducibles.</b></p>

<ul style="list-style-type: none"> <li>● Adjust Pacing of Content</li> <li>● Small Group Instruction</li> <li>● Individual Intervention/Remediation</li> <li>● Additional Support Material</li> <li>● Lower-Level Text</li> <li>● Guided Notes</li> <li>● Graphic Organizers</li> </ul> <p style="text-align: center;"><b>Resources:</b>  <a href="#"><u>WonderWorks Assessments</u></a>  <a href="#"><u>WonderWorks Teacher Addition</u></a>  <a href="#"><u>Foundational Skills Practice</u></a>  <a href="#"><u>Foundational Skills Annotated Practice</u></a>  <a href="#"><u>Foundational Skills Lesson Cards</u></a>  <a href="#"><u>Foundational Skills Assessments</u></a></p> <p>Please see corresponding unit and week to view suggested lessons and reproducibles.</p>	
<b>Modifications/Accommodations for Students with 504s</b>	<b>Modifications/Accommodations for English Language Learners</b>
<ul style="list-style-type: none"> <li>● Review student individual 504 plan for instructional, assessment, and environmental supports.</li> <li>● Provide students with flexible seating options while reading depending on need or preference.</li> <li>● Utilize Multisensory methods such as Google images, gesturing, and meaningful movement.</li> <li>● Oral reading &amp; oral response options can be used for assignments.</li> <li>● Extra time for completing tasks, checklists and other tasks.</li> <li>● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options.</li> </ul>	<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p> <ul style="list-style-type: none"> <li>● Realia or concrete objects</li> <li>● Physical Models, Pictures, Photographs</li> <li>● Manipulatives</li> <li>● Videos and Films</li> <li>● Gestures, Physical Movements, Music and Songs</li> <li>● Partner Work</li> <li>● Student Mentor or Coach</li> <li>● Labeling</li> <li>● Word Banks</li> <li>● Sentence Starters, Sentence Frames</li> </ul>

<ul style="list-style-type: none"> <li>● Provide samples and model each step of the writing process as needed.</li> <li>● Use sticky notes to annotate</li> <li>● Tutoring</li> </ul> <p style="text-align: center;"><b>Resources:</b>  <a href="#">Tier 2 Comprehension</a>  <a href="#">Tier 2 Fluency</a>  <a href="#">Tier 2 Phonics/Word Study</a>  <a href="#">Tier 2 Vocabulary</a>  <a href="#">Tier 2 Writing and Grammar</a></p> <p style="text-align: center;">Please see corresponding unit and week to view suggested lessons and reproducibles.</p>	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> </ul> <p style="text-align: center;"><b>Resources:</b>  <a href="#">Newcomer Cards</a>  <a href="#">Newcomer Teacher Guide</a>  <a href="#">Newcomer Online Visuals Overview</a>  <a href="#">Newcomer Online Visuals- Start Smart</a>  <a href="#">Newcomer Online Visuals- Unit 1</a>  <a href="#">Newcomer Online Visuals- Unit 2</a>  <a href="#">Newcomer Online Visuals- Unit 3</a>  <a href="#">Newcomer Online Visuals- Unit 4</a></p> <p style="text-align: center;">Please see corresponding unit and week to view suggested lessons and reproducibles.</p>
<b>Extensions for Gifted Students</b>	<b>Required/Suggested Activities</b>
<ul style="list-style-type: none"> <li>● Extend activities/assignments/projects/assessments</li> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> <li>● Modify Content</li> <li>● Adjust Pacing of Content</li> <li>● Small Group Enrichment</li> <li>● Individual Enrichment</li> <li>● Higher-Level Text</li> <li>● The inclusion of additional subject areas and/or activities (cross curricular).</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>● Small Group Instruction <ul style="list-style-type: none"> <li>○ Teacher-Led Instruction</li> <li>○ Independent Work</li> <li>○ Collaborative Work</li> <li>○ iReady Learning Path</li> </ul> </li> <li>● Newcomer Cards (ELL)</li> <li>● Leveled Readers</li> <li>● Differentiated Genre Passages</li> <li>● Build Upon Prior Knowledge <ul style="list-style-type: none"> <li>- Talk about the source</li> <li>- Write about the source</li> <li>- Anchor Chart</li> <li>- Individualized Vocabulary</li> </ul> </li> </ul>

	<p><b>Suggested:</b></p> <ul style="list-style-type: none"> <li>● iXL - Concept Check-In</li> <li>● Reteaching with Intervention Online PDFs</li> <li>● Center Activity Cards - Reading, Phonics, Writing</li> <li>● Digital Activities</li> <li>● Independent Reading Texts</li> </ul>
--	---

Unit #2	
Unit Title	Adapting to Change
Reading Genre(s)	Text Set 1: Expository Text  Text Set 2: Drama  Text Set 3: Poetry
Writing Tasks	Expository Writing
Recommended Pacing	5 Weeks
Unit Summary	In text set one, students will explore how animal adaptations help them survive. They will understand that animals have adapted to their environment in order to stay safe and to find food, water, and shelter. Students will explore how animals all over the world have many types of adaptations in their ecosystem. Students will specifically explore spider adaptations. Students will acquire this information through reading informational texts. Students will explain how photographs, captions, and headings contribute to the understanding of a text. Students will explain how relevant details support the central idea, implied or explicit. Students will also explore a literary text. They will analyze how character development contributes to the plot of a literary text. Students will acquire and use grade-appropriate



academic vocabulary. They will apply knowledge of prefixes and suffixes to determine the meaning of unfamiliar words.

In text set two, students will explore how animal characters change in familiar stories. They will understand that when animal characters replace humans in familiar stories, the stories become more interesting because of the animals' characteristics. They will see how authors choose specific animals for their stories to fit their roles. Students will do this through reading literature, specifically plays. Students will identify how dialogue, setting, and stage directions, and other elements of a play contribute to the plot. Students will explain a stated or implicit theme and how it develops, using details in a literary text. Students will explain how hyperbole contributes to the meaning in a text. They will acquire and use grade-appropriate academic vocabulary. They will use antonyms to determine the meaning of unknown words and phrases. They will apply knowledge of Greek roots to determine the meaning of unfamiliar words.

In text set three, students will explore how writers are inspired by animals through poetry. They will understand how writers were inspired for thousands of years because of animal size, skill, bravery, strength, beauty, cleverness, helpfulness and dangerous qualities. Writers are also inspired by animals they encounter every day as well as by animals they have seen in the wilderness. Students will do this through reading literary texts, specifically poetry. Students will identify lyric poetry and haiku. They will explain how rhyme and structure create meaning in a poem. They will identify the narrator's point of view and explain the difference between a narrator's point of view and a character's perspective in a literary text. They will also explain the use of imagery and assonance in a poem. Students will analyze and use grade-appropriate academic vocabulary specifically to identify similes and metaphors.

Within the unit, students will write expository texts about a topic, using multiple sources and developing a central idea with supporting details. Students will write expository texts about a topic, using multiple sources and an organizational structure with transitions. Students will

	<p>write expository texts about a topic, using multiple sources and an organizational structure that includes a strong closing.</p>
<p>Career Readiness, Life Literacies, and Key Skills Standards</p>	<p>Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.</p> <ul style="list-style-type: none"> <li>● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).</li> <li>● 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).</li> </ul> <p>Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation.</p> <ul style="list-style-type: none"> <li>● 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</li> <li>● 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).</li> </ul> <p>The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</p> <ul style="list-style-type: none"> <li>● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</li> <li>● 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</li> <li>● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> </ul>

	<ul style="list-style-type: none"> <li>• 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</li> </ul> <p>You can give back in areas that matter to you.</p> <ul style="list-style-type: none"> <li>• 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</li> </ul> <p>Culture and geography can shape an individual’s experiences and perspectives.</p> <ul style="list-style-type: none"> <li>• 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).</li> </ul>
Computer Science and Design Thinking (Technology)	<ul style="list-style-type: none"> <li>• 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.</li> <li>• 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.</li> <li>• 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. .</li> </ul>
Diversity, Equity, and Inclusion	<ul style="list-style-type: none"> <li>• Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of text include Lyric Poetry and Haiku demonstrating a variety of character perspectives.</li> </ul>
Amistad	Addressed in Units 3&6

Enduring Understandings	Essential Questions
-------------------------	---------------------

**Text Set 1:**

- Explain how **photographs, captions, and headings** contribute to the understanding of a text
- Explain how relevant details **support the central idea**, implied or explicit
- **Read and comprehend** texts in the grades 4-5 text complexity band proficiently
- **Summarize** a text to enhance comprehension
- Write in **response** to text
- **Analyze how character development** contributes to the plot in a literary text
- **Compare and contrast** how authors present information on the same topic or theme
- Write **expository texts** about a topic, using multiple sources and developing a central idea with supporting details
- With guidance and support from peers and adults, develop and strengthen writing as needed by **planning, revising, and editing**.
- **Report on a topic** or text, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- Acquire and use grade-appropriate **academic vocabulary**
- Apply **knowledge of prefixes and suffixes** to determine the meaning of unfamiliar words.

**Text Set 2:**

- **Identify** how dialogue, setting, stage directions, and other elements of a **play contribute to the plot**
- **Explain a stated or implied theme** and how it develops, using details, in a literary text
- Explain how **hyperbole** contributes to meaning in a text
- **Read and comprehend** texts in the grades 4-5 text complexity band proficiently
- **Summarize a text** to enhance comprehension
- Write in **response** to texts

Week 1 & 2: What helps an animal survive?

Week 3 & 4: How do animal characters change in familiar stories?

Week 5: How are writers inspired by animals?

- **Compare and contrast** how authors present information on the same topic or theme
- **Write expository texts** about a topic, using multiple sources and an organizational structure with transitions
- With guidance and support from peers and adults, develop and strengthen writing as needed by **planning, revising, and editing**
- **Report on a topic** or text, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
- Acquire and use grade-appropriate **academic vocabulary**
- Use **antonyms** to determine the meaning of unknown words and phrases
- Apply **knowledge of Greek roots** to determine the meaning of unfamiliar words

**Text Set 3:**

- Identify **lyric poetry and haiku**
- Explain how **rhyme and structure** create meaning in a poem
- Identify the **narrator's point of view** and explain the difference between a narrator's point of view and **character perspective** in a literary text
- Explain the use of **imagery and assonance** in a poem
- **Read and comprehend** texts in the grades 4-5 text complexity band proficiently
- **Summarize a text** to enhance comprehension
- Write in **response** to texts
- **Compare and contrast** how authors present information on the same topic or theme
- **Write expository texts** about a topic, using multiple sources and an organizational structure that includes a strong conclusion
- With guidance and support from peers and adults, develop and strengthen writing as needed by **planning, revising, and editing**
- **Report on a topic or text**, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
- Acquire and use grade-appropriate **academic vocabulary**

<ul style="list-style-type: none"> <li>● Identify and explain <b>similes and metaphors</b></li> </ul>	
<p align="center"><b>District/School Required Texts and Media Formats</b></p>	<p align="center"><b>District/School Supplementary Resources</b></p>
<ul style="list-style-type: none"> <li>- Reading Wonders 2023</li> <li>- Sonday</li> <li>- Dibbles</li> <li>- iReady</li> </ul>	<ul style="list-style-type: none"> <li>- Epic!</li> <li>- Newsela</li> <li>- Dreamscape</li> <li>- iXL</li> <li>- <a href="#">Read Write Think</a></li> <li>- <a href="#">ReadWorks</a></li> <li>- <a href="#">Scholastic</a></li> <li>- <a href="#">Close Reading Passages by Standard</a></li> <li>- <a href="#">Grammar Activities</a></li> <li>- <a href="#">Editing Practice</a></li> <li>- <a href="#">Reading Comprehension Passages by Skill</a></li> <li>- <a href="#">Vocabulary Practice</a></li> <li>- <a href="#">Weekly Skill Review Pages</a></li> <li>- <a href="#">Informational Text Passages</a></li> <li>- <a href="#">Question Stems by Standard</a></li> <li>- <a href="#">Literacy Games &amp; Activities</a></li> <li>- <a href="#">Exit Slips by Standard</a></li> <li>- <a href="#">Roll &amp; Answer Reading Comprehension Activities</a></li> <li>- <a href="#">Reading Comprehension Board Games</a></li> </ul>
<p align="center"><b>District/School Formative Assessments</b></p>	<p align="center"><b>District/School Summative Assessments</b></p>
<ul style="list-style-type: none"> <li>● Reading Wonders Assessments <ul style="list-style-type: none"> <li>○ Oral Reading Proficiency Assessment</li> <li>○ Bi-Weekly Assessments</li> <li>○ Comprehension/Vocabulary Assessments used as Exit Tickets or Independent Work</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● District Benchmarks on LinkIt! <ul style="list-style-type: none"> <li>○ 3 per school year</li> </ul> </li> <li>● i-Ready Diagnostic <ul style="list-style-type: none"> <li>○ 3 per school year</li> </ul> </li> <li>● Sonday</li> </ul>

<ul style="list-style-type: none"> <li>● Anecdotal Records</li> <li>● Writing Piece <ul style="list-style-type: none"> <li>○ One published piece per marking period</li> </ul> </li> <li>● i- Ready Instruction <ul style="list-style-type: none"> <li>○ 45 minutes weekly</li> </ul> </li> <li>● Soliday</li> </ul>	<ul style="list-style-type: none"> <li>○ On going</li> </ul>
<b>Instructional Best Practices</b>	
<ul style="list-style-type: none"> <li>● Identifying Similarities and Differences</li> <li>● Summarizing and Note Taking</li> <li>● Reinforcing Effort and Providing Recognition</li> <li>● Homework and Practice</li> <li>● Modeling</li> <li>● Cooperative Learning</li> <li>● Setting Objectives and Providing Feedback</li> <li>● Cues, Questions, and Advance Organizers</li> <li>● Gradual Release of Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>● Managing response rates</li> <li>● Checks for Understanding</li> <li>● Diagrams, Charts and Graphs</li> <li>● Coaching</li> <li>● Reading Partners</li> <li>● Visuals</li> <li>● Collaborative Problem Solving</li> <li>● Active Engagement Strategies</li> <li>● Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)</li> </ul>
<b>Learning Plan</b>	
<b>NJSLS</b>	<b>Learning Targets and Exemplar Lessons:</b>
<p style="text-align: center;"><b><u>Text Set 1</u></b></p> <p><b>RI.4.2</b> - Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <ul style="list-style-type: none"> <li>● Identify the key details of a text that support the main idea</li> <li>● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns</li> <li>● Summarize the key points of a text</li> </ul>	<p><b><u>A. Looking for Patterns</u></b></p> <ol style="list-style-type: none"> <li>1. Analyze the actions of characters in the text looking for patterns.</li> <li>2. Analyze the thoughts of characters in the text looking for patterns.</li> <li>3. Analyze the actions of speakers in the text looking for patterns.</li> <li>4. Analyze the thoughts of speakers in the text looking for patterns.</li> </ol>

- Explain how the author supports main ideas in informational text with key details

---

**RI.4.7** - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears

- Analyze information presented in various formats to identify the key details
- Understand what is heard, viewed, or presented through various media formats to help make meaning of the text
- Explain how the information presented in various formats aids to the overall meaning

---

**Text Set 2**

**RL.4.2** - Determine **the key details to identify theme in** a story, drama, or poem and summarize the text.

- Identify the key details of a text that support the main idea
- Analyze the actions and thoughts of characters or speakers in texts, looking for patterns
- Determine the theme or main idea of the text

**B. Main Idea**

5. Identify the key details of a text.
6. Summarize the key points of the text.
7. Write the main idea of the text.
8. Explain how the author supports main ideas in the text using key details

---

**A. Interpreting Information: Visually**

1. Analyze information presented visually to identify key details.
2. Explain how the information presented visually contributes to an understanding of the text in which it appears.
3. Explain how the information presented visually contributes to the overall meaning.

---

**B. Drama**

9. Write the key details in a drama that identify the theme and main idea.
10. Analyze the actions of the characters in a drama looking for patterns.
11. Analyze the thoughts of characters in a drama looking for patterns.
12. Analyze the speakers in a drama, looking for patterns.
13. Tell the theme of a drama.
14. Write the main idea of a drama.
15. Identify the key details that support the main idea in a drama.
16. Summarize a drama.



**RL.4.3** - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

- Read text closely, looking for key details regarding character, setting, or plot
- Analyze story elements for literal and inferential meaning
- Refer to the text to describe various story elements

**RL.4.5** - 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.

- Explain the differences between poems, drama, and prose
- Explain how structural elements are used to create an oral or written response to a text

### **Text Set 3**

**RI.4.3** - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

- Read text closely, looking for key details regarding character, setting, or plot
- Analyze story elements for literal and inferential meaning
- Refer to the text to describe various story elements

### **B. Drama**

10. Read text closely looking for key details in a drama.
11. Read text closely looking for key details regarding characters in a drama.
12. Read text closely looking for key details regarding setting in a drama.
13. Read text closely looking for key details regarding plot in a drama.
14. Analyze story elements for literal meaning in a drama.
15. Analyze story elements for inferential meaning in a drama.
16. Refer to the text to describe various story elements in a drama.

### **B. Drama Structural Elements**

4. Identify the structural elements of a drama.
5. Explain the major differences between dramas when writing about a text.
6. Explain the major differences between dramas when speaking about a text.

### **C. Poem**

17. Read text closely looking for key details in a poem.
18. Read text closely looking for key details regarding characters in a poem.
19. Read text closely looking for key details regarding setting in a poem.
20. Read text closely looking for key details regarding plot in a poem.
21. Analyze story elements for literal meaning in a poem.

---

**RL.4.5** - 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.

- Explain the differences between poems, drama, and prose
- Explain how structural elements are used to create an oral or written response to a text

---

**RL.4.6** - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

- Identify the narrator’s point of view
- Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view

---

**Unit Writing Standards**

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

**W.4.2b** - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**W.4.2c** - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

**W.4.2d** - Use precise language and domain-specific vocabulary to inform about or explain the topic.

**W.4.2e** - Provide a concluding statement or section related to the information or explanation presented.

22. Analyze story elements for inferential meaning in a poem.

23. Refer to the text to describe various story elements in a poem.

---

**A. Poem Structural Elements**

1. Identify the structural element of a poem.

2. Explain the major differences between poems when writing about a text.

3. Explain the major differences between poems when speaking about a text.

---

**A. Point of View**

1. Identify the narrator’s point of view in a narration.

2. Identify the key components of a narration written in first person point of view.

3. Identify the key components of a narration written in the third person point of view.

4. Compare the similarities and differences between stories written in first person and third person point of view.

---

**W.4.3d** - Use concrete words and phrases and sensory details to convey experiences and events precisely

**W.4.4** - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W.4.5** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.4.6** - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**W.4.7** - Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**W.4.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.4.9b** - Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”)

#### **Unit Speaking & Listening Standards**

**SL.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.4.1c** - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**SL.4.1d** - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.2** - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

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

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

**SL.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.

#### **Unit Language Standards**

**L.4.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

**L.4.4a** - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase

**L.4.4b** - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

**L.4.5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.4.5a** - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

**L.4.5c** - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

**L.4.6** - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

#### **Writing Tasks**

- Daily Journal Prompts
- Analyzing Multiple Sources
- Responding to Text using RACE

- **Unit Expository Prompt:** Write an expository essay for a school magazine about how writers were inspired by special places.

**Content Vocabulary**

**Text Set 1:** Photographs and Captions; Headings, Central Idea and Relevant Details, Character Development

**Text Set 2:** Ask & Answer Questions, Theme, Hyperbole, Elements of a Play

**Text Set 3:** Meter & Rhyme, Lyric Poetry & Haiku, Character Perspective, Imagery and Assonance

**Required Speaking and Listening**

- Whole group discussion
- Pair-Share
- Small group discussions
- Teacher directed discussions
- Student-led presentations
- Follow agreed upon rules for discussion
- Questioning techniques
- Active Listening Strategies
- Oral Presentations
- Oral Reading
- Oral response to questions
- Book talk

**Suggested Speaking and Listening**

- Create audio recordings
- Class debates
- Readers’ Theater
- Oral Report
- Literature Circle
- [Partner talk](#)
- [Accountable talk](#)
- [Literacy TA-Speaking and Listening Activities](#)
- [Learn Zillion-Crafting a Persuasive Speech](#)
- [Literacy Design Collaborative Modules](#)
- [Literacy in Science-Animal Adaptations](#)
- [Collaboration Kit](#)

**Performance Task Options/Interdisciplinary Connections**

**Content Area Learning**

**Professional Resources**

<https://www.literacyworldwide.org/>  
<https://www.naeyc.org/>

<p><b>Text Set 1:</b> Heredity and Reproduction: Explore, illustrate and compare life cycles in living organisms.</p> <p><b>Text Set 2:</b> Ecosystems: Describe the flow of energy through food webs, beginning with the Sun, and predict how changes in the ecosystem affect the food web such as a fire in a forest.</p> <p><b>Text Set 3:</b> Heredity &amp; Reproduction: Recognize that animal behaviors may be shaped by heredity and learning.</p>	<p><a href="https://www.nwp.org/">https://www.nwp.org/</a>  <a href="https://www.readwritethink.org/">https://www.readwritethink.org/</a>  <a href="https://www.winsorlearning.com/">https://www.winsorlearning.com/</a>  <a href="https://www.mheducation.com/prek-12/program/wonders-2023/readi-ng.html?page=1&amp;sortby=title&amp;order=asc&amp;bu=seg">https://www.mheducation.com/prek-12/program/wonders-2023/readi-ng.html?page=1&amp;sortby=title&amp;order=asc&amp;bu=seg</a></p>
<p><b>Academic Vocabulary</b></p>	
<p><b>Text Set 1:</b> camouflaged, dribbles, extraordinary, poisonous, pounce, predator, prey, vibrations</p> <p><b>Text Set 2:</b> annoyed, attitude, commotion, cranky, familiar, frustrated, selfish, specialty</p> <p><b>Text Set 3:</b> brittle, creative, descriptive, outstretched</p>	
<p><b>Modifications/Accommodations for Students with IEPs</b></p>	<p><b>Modifications/Accommodations for At-Risk Students</b></p>
<ul style="list-style-type: none"> <li>● Review student individual educational plan for instructional, assessment, and environmental supports.</li> <li>● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options.</li> <li>● Provide extra time for completing tasks, checklists and other tasks.</li> <li>● Provide samples and model each step of the writing process as needed.</li> <li>● Access to word/picture banks for reference.</li> <li>● Modify activities/assignments/projects</li> <li>● Breakdown activities/assignments/projects/assessments into manageable units</li> <li>● Additional time to complete activities/assignments/projects/assessments</li> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Breakdown activities/assignments/projects/assessments into manageable units</li> <li>● Additional time to complete activities/assignments/projects/assessments</li> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> <li>● Small Group Instruction</li> <li>● Intervention/Remediation</li> <li>● Individual Intervention/Remediation</li> <li>● Additional Support Materials</li> <li>● Guided Notes</li> <li>● Graphic Organizers</li> <li>● Tutoring</li> </ul> <p style="text-align: right;"> <b>Resources:</b>  <a href="#">Tier 2 Comprehension</a>  <a href="#">Tier 2 Fluency</a> </p>

<ul style="list-style-type: none"> <li>● Allow student to receive reading text in various forms (written, verbal, audio)</li> <li>● Pre-teach new vocabulary</li> <li>● Modify Content</li> <li>● Modify Amount of work given</li> <li>● Modify Assessment</li> <li>● Modify Homework</li> <li>● Re-teach skill if needed</li> <li>● Allow student to make test corrections or retake assessment</li> <li>● Adjust Pacing of Content</li> <li>● Small Group Instruction</li> <li>● Individual Intervention/Remediation</li> <li>● Additional Support Material</li> <li>● Lower-Level Text</li> <li>● Guided Notes</li> <li>● Graphic Organizers</li> </ul> <p style="text-align: center;"><b>Resources:</b>  <a href="#"><u>WonderWorks Assessments</u></a>  <a href="#"><u>WonderWorks Teacher Addition</u></a>  <a href="#"><u>Foundational Skills Practice</u></a>  <a href="#"><u>Foundational Skills Annotated Practice</u></a>  <a href="#"><u>Foundational Skills Lesson Cards</u></a>  <a href="#"><u>Foundational Skills Assessments</u></a></p> <p style="text-align: center;"><b>Please see corresponding unit and week to view suggested lessons and reproducibles.</b></p>	<p style="text-align: center;"><a href="#"><u>Tier 2 Phonics/Word Study</u></a>  <a href="#"><u>Tier 2 Vocabulary</u></a>  <a href="#"><u>Tier 2 Writing and Grammar</u></a></p> <p style="text-align: center;"><b>Please see corresponding unit and week to view suggested lessons and reproducibles.</b></p>
<b>Modifications/Accommodations for Students with 504s</b>	<b>Modifications/Accommodations for English Language Learners</b>
<ul style="list-style-type: none"> <li>● Review student individual 504 plan for instructional, assessment, and environmental supports.</li> </ul>	<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p> <ul style="list-style-type: none"> <li>● Realia or concrete objects</li> </ul>

<ul style="list-style-type: none"> <li>● Provide students with flexible seating options while reading depending on need or preference.</li> <li>● Utilize Multisensory methods such as Google images, gesturing, and meaningful movement.</li> <li>● Oral reading &amp; oral response options can be used for assignments.</li> <li>● Extra time for completing tasks, checklists and other tasks.</li> <li>● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options.</li> <li>● Provide samples and model each step of the writing process as needed.</li> <li>● Use sticky notes to annotate</li> <li>● Tutoring</li> </ul> <p style="text-align: center;"><b>Resources:</b>  <a href="#">Tier 2 Comprehension</a>  <a href="#">Tier 2 Fluency</a>  <a href="#">Tier 2 Phonics/Word Study</a>  <a href="#">Tier 2 Vocabulary</a>  <a href="#">Tier 2 Writing and Grammar</a></p> <p>Please see corresponding unit and week to view suggested lessons and reproducibles.</p>	<ul style="list-style-type: none"> <li>● Physical Models, Pictures, Photographs</li> <li>● Manipulatives</li> <li>● Videos and Films</li> <li>● Gestures, Physical Movements, Music and Songs</li> <li>● Partner Work</li> <li>● Student Mentor or Coach</li> <li>● Labeling</li> <li>● Word Banks</li> <li>● Sentence Starters, Sentence Frames</li> <li>● Graphic Organizers</li> </ul> <p style="text-align: center;"><b>Resources:</b>  <a href="#">Newcomer Cards</a>  <a href="#">Newcomer Teacher Guide</a>  <a href="#">Newcomer Online Visuals Overview</a>  <a href="#">Newcomer Online Visuals- Start Smart</a>  <a href="#">Newcomer Online Visuals- Unit 1</a>  <a href="#">Newcomer Online Visuals- Unit 2</a>  <a href="#">Newcomer Online Visuals- Unit 3</a>  <a href="#">Newcomer Online Visuals- Unit 4</a></p> <p>Please see corresponding unit and week to view suggested lessons and reproducibles.</p>
<b>Extensions for Gifted Students</b>	<b>Required/Suggested Activities</b>
<ul style="list-style-type: none"> <li>● Extend activities/assignments/projects/assessments</li> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> <li>● Modify Content</li> <li>● Adjust Pacing of Content</li> <li>● Small Group Enrichment</li> <li>● Individual Enrichment</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>● Small Group Instruction <ul style="list-style-type: none"> <li>○ Teacher-Led Instruction</li> <li>○ Independent Work</li> <li>○ Collaborative Work</li> <li>○ iReady Learning Path</li> </ul> </li> </ul>



<ul style="list-style-type: none"> <li>● Higher-Level Text</li> <li>● The inclusion of additional subject areas and/or activities (cross curricular).</li> </ul>	<ul style="list-style-type: none"> <li>● Newcomer Cards (ELL)</li> <li>● Leveled Readers</li> <li>● Differentiated Genre Passages</li> <li>● Build Upon Prior Knowledge <ul style="list-style-type: none"> <li>- Talk about the source</li> <li>- Write about the source</li> <li>- Anchor Chart</li> <li>- Individualized Vocabulary</li> </ul> </li> </ul> <p><b>Suggested:</b></p> <ul style="list-style-type: none"> <li>● iXL - Concept Check-In</li> <li>● Reteaching with Intervention Online PDFs</li> <li>● Center Activity Cards - Reading, Phonics, Writing</li> <li>● Digital Activities</li> <li>● Independent Reading Texts</li> </ul>
--	--

<b>Unit #3</b>	
Unit Title	Making Differences in the Community
Reading Genre(s)	Text Set 1: Realistic Fiction  Text Set 2: Biography  Text Set 3: Argumentative Text
Writing Tasks	Argumentative Essay
Recommended Pacing	5 Weeks

Unit Summary

In text set one, students will explore what ways they can help their community. They will understand that they can help through community by volunteering which can help to change the community for the better. They will also understand how communities work together to achieve a goal like creating a town project. Students will do this through reading literature. Students will explain how flashback contributes to the plot in a literary text. They will identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text. Within an informational text, students will identify the text structure of problem and solution in a text. Students will acquire and use grade-appropriate academic vocabulary and use context clues to determine the meaning of multiple-meaning and unknown words and phrases.

In text set two, students will explore how one person can make a difference by standing up for what they believe in. They will understand that children and adults can improve the world if they believe it is possible. They will read about how Nelson Mandela fought for equal rights in South Africa. They will also read about Judy Bonds who spent her life protecting the environment and the people of the community from poisonous toxins. Finally, students will read about W.W. Law who worked to integrate Savannah during the Civil Rights movement where he helped people to register to vote. Students will do this through reading informational text. Students will explain how a timeline contributes to the understanding of a text. Students will explain an author's perspective on a topic in an informational text. Students will also explain the development of an author's purpose in an informational text. Additionally, students will acquire and use grade-appropriate academic vocabulary by using synonyms and antonyms to determine the meaning of unknown words and phrases.

In text set three, students will explore ways that advances in science can be helpful or harmful. They will understand that genetically modified foods may be able to feed more people, but may have harmful side effects. Furthermore, they will understand that while fertilizer helps food grow, the chemicals can damage the environment. They will compare the opinions of those who think that organically grown food is healthier than non-organic food. They will also research about genetically modified foods to determine if they are completely

	<p>safe. Students will do this through reading informational text. Students will explain how maps and headings contribute to the meaning in a text. Students will explain an author’s claim and the reasons and evidence used to support the claim. Students will identify the text structure of sequence in a text. Finally, students will compare and contrast how authors present information on the same topic or theme. Additionally, students will acquire and use grade-appropriate academic vocabulary and apply knowledge of Greek roots to determine the meaning of unfamiliar words.</p>
<p>Career Readiness, Life Literacies, and Key Skills Standards</p>	<p>Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.</p> <ul style="list-style-type: none"> <li>● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).</li> <li>● 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).</li> </ul> <p>Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation.</p> <ul style="list-style-type: none"> <li>● 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).</li> <li>● 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).</li> </ul> <p>The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.</p> <ul style="list-style-type: none"> <li>● 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).</li> </ul>

	<ul style="list-style-type: none"> <li>● • 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).</li> <li>● 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.</li> <li>● • 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</li> </ul> <p>You can give back in areas that matter to you.</p> <ul style="list-style-type: none"> <li>● 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</li> </ul> <p>Culture and geography can shape an individual’s experiences and perspectives.</p> <ul style="list-style-type: none"> <li>● 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).</li> </ul>
Computer Science and Design Thinking (Technology)	<ul style="list-style-type: none"> <li>● 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.</li> <li>● 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.</li> <li>● 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. .</li> </ul>
Diversity, Equity, and Inclusion	<ul style="list-style-type: none"> <li>● Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of text include <i>Nelson Mandela: Working for Freedom</i>; <i>Remembering Hurricane Katrina</i>; <i>Judy’s Appalachia</i>; <i>Delivering Justice: W.W. Law and the Fight for Civil Rights</i>; <i>Keeping Freedom in the Family</i>; <i>Coming of Age in the Civil Rights Movement</i>; <i>Jacob Riis:</i></li> </ul>

	<i>Champion of the Poor; Fight for Equality</i>
Amistad	<ul style="list-style-type: none"> <li>● Students will read about how Nelson Mandela fought for equal rights in South Africa.</li> <li>● Students will read about W.W. Law who worked to integrate Savannah during the Civil Rights movement where he helped people to register to vote.</li> </ul>

Enduring Understandings	Essential Questions
<p><b>Text Set 1:</b></p> <ul style="list-style-type: none"> <li>● Explain how <b>flashback contributes to the plot</b> in a literary text</li> <li>● Identify the <b>narrator’s point of view</b> and explain the difference between a narrator’s point of view and <b>character perspective</b> in a literary text</li> <li>● <b>Read and comprehend</b> texts in the grades 4-5 text complexity band proficiently</li> <li>● <b>Summarize</b> a text to enhance comprehension</li> <li>● Write in <b>response</b> to text</li> <li>● Identify the <b>text structure of problem and solution</b> in a text</li> <li>● <b>Compare and contrast</b> how authors present information on the same topic or theme</li> <li>● Write to make a <b>claim supporting a perspective</b> with logical reasons, using an organizational structure with a logical progression</li> <li>● With guidance and support from peers and adults, develop and strengthen writing as needed by <b>planning, revising, and editing</b></li> <li>● <b>Report on a topic</b> or text, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace</li> <li>● Acquire and use grade-appropriate <b>academic vocabulary</b></li> <li>● Use <b>context clues</b> to determine the meaning of <b>multiple-meaning and unknown words</b> and phrases</li> </ul> <p><b>Text Set 2:</b></p> <ul style="list-style-type: none"> <li>● Explain how a <b>timeline</b> contributes to the understanding of a text</li> </ul>	<p>Week 1 &amp; 2: In what ways can you help your community?  Week 3 &amp; 4: How can one person make a difference?  Week 5: In what ways can advances in science be helpful or harmful?</p>

- Explain an **author's perspective** on a topic in an informational text
- Explain the development of an **author's purpose** in an informational text
- **Read and comprehend** texts in the grades 4-5 text complexity band proficiently
- **Summarize a text** to enhance comprehension
- Write in **response** to texts
- **Compare and contrast** how authors present information on the same topic or theme
- Write to make a **claim supporting a perspective** with logical reasons, using relevant evidence from sources
- With guidance and support from peers and adults, develop and strengthen writing as needed by **planning, revising, and editing**
- **Report on a topic** or text, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
- Acquire and use grade-appropriate **academic vocabulary**
- Use **synonyms and antonyms** to determine the meaning of unknown words and phrases

**Text Set 3:**

- Explain how **maps and headings** contribute to the meaning in a text
- Explain an **author's claim** and the reasons and evidence used to support the claim
- Identify the **text structure of sequence** in a text
- **Read and comprehend** texts in the grades 4-5 text complexity band proficiently
- **Summarize** a text to enhance comprehension
- Write in **response** to texts
- **Compare and contrast** how authors present information on the same topic or theme
- Use an **organizational structure with transitions** to present an **argument** supported by logical reasons

<ul style="list-style-type: none"> <li>• With guidance and support from peers and adults, develop and strengthen writing as needed by <b>planning, revising, and editing</b></li> <li>• <b>Report on a topic</b> or text, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace</li> <li>• Acquire and use grade-appropriate <b>academic vocabulary</b></li> <li>• Apply knowledge of <b>Greek roots</b> to determine the meaning of unfamiliar words</li> </ul>	
<p style="text-align: center;"><b>District/School Required Texts and Media Formats</b></p>	<p style="text-align: center;"><b>District/School Supplementary Resources</b></p>
<ul style="list-style-type: none"> <li>- Reading Wonders 2023</li> <li>- Sonday</li> <li>- Dibbles</li> <li>- iReady</li> </ul>	<ul style="list-style-type: none"> <li>- Epic!</li> <li>- Newsela</li> <li>- Dreamscape</li> <li>- iXL</li> <li>- <a href="#">Read Write Think</a></li> <li>- <a href="#">ReadWorks</a></li> <li>- <a href="#">Scholastic</a></li> <li>- <a href="#">Close Reading Passages by Standard</a></li> <li>- <a href="#">Grammar Activities</a></li> <li>- <a href="#">Editing Practice</a></li> <li>- <a href="#">Reading Comprehension Passages by Skill</a></li> <li>- <a href="#">Vocabulary Practice</a></li> <li>- <a href="#">Weekly Skill Review Pages</a></li> <li>- <a href="#">Informational Text Passages</a></li> <li>- <a href="#">Question Stems by Standard</a></li> <li>- <a href="#">Literacy Games &amp; Activities</a></li> <li>- <a href="#">Exit Slips by Standard</a></li> <li>- <a href="#">Roll &amp; Answer Reading Comprehension Activities</a></li> <li>- <a href="#">Reading Comprehension Board Games</a></li> <li>- <a href="#">Daily Writing Prompts</a></li> </ul>

District/School Formative Assessments	District/School Summative Assessments
<ul style="list-style-type: none"> <li>● Reading Wonders Assessments <ul style="list-style-type: none"> <li>○ Oral Reading Proficiency Assessment</li> <li>○ Bi-Weekly Assessments</li> <li>○ Comprehension/Vocabulary Assessments used as Exit Tickets or Independent Work</li> </ul> </li> <li>● Anecdotal Records</li> <li>● Writing Piece <ul style="list-style-type: none"> <li>○ One published piece per marking period</li> </ul> </li> <li>● i- Ready Instruction <ul style="list-style-type: none"> <li>○ 45 minutes weekly</li> </ul> </li> <li>● Sondag</li> </ul>	<ul style="list-style-type: none"> <li>● District Benchmarks on LinkIt! <ul style="list-style-type: none"> <li>○ 3 per school year</li> </ul> </li> <li>● i-Ready Diagnostic <ul style="list-style-type: none"> <li>○ 3 per school year</li> </ul> </li> <li>● Sondag <ul style="list-style-type: none"> <li>○ On going</li> </ul> </li> </ul>
Instructional Best Practices	
<ul style="list-style-type: none"> <li>● Identifying Similarities and Differences</li> <li>● Summarizing and Note Taking</li> <li>● Reinforcing Effort and Providing Recognition</li> <li>● Homework and Practice</li> <li>● Modeling</li> <li>● Cooperative Learning</li> <li>● Setting Objectives and Providing Feedback</li> <li>● Cues, Questions, and Advance Organizers</li> <li>● Gradual Release of Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>● Managing response rates</li> <li>● Checks for Understanding</li> <li>● Diagrams, Charts and Graphs</li> <li>● Coaching</li> <li>● Reading Partners</li> <li>● Visuals</li> <li>● Collaborative Problem Solving</li> <li>● Active Engagement Strategies</li> <li>● Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)</li> </ul>
Learning Plan	
NJSLs	Learning Targets and Exemplar Lessons:



**Text Set 1**

**RL.4.3** - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions)

- Read text closely, looking for key details regarding character, setting, or plot
- Analyze story elements for literal and inferential meaning
- Refer to the text to describe various story elements

---

**RL.4.6** - Compare and contrast the point of view from which different stories are narrated, including the difference between first and third-person narrations.

- Identify the narrator’s point of view
- Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view

---

**Text Set 2**

**RI.4.7** - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears

- Analyze information presented in various formats to identify the key details
- Understand what is heard, viewed, or presented through various media formats to help make meaning of the text
- Explain how the information presented in various formats aids to the overall meaning

**A. Story**

6. Read text closely looking for key details regarding plot in a story.

7. Analyze story elements for literal meaning in a story.

8. Analyze story elements for inferential meaning in a story.

9. Refer to the text to describe the various story elements in a story (character, setting, events)

---

**A. Point of View**

1. Identify the narrator’s point of view in a narration.

2. Identify the key components of a narration written in first person point of view.

3. Identify the key components of a narration written in the third person point of view.

4. Compare the similarities and differences between stories written in first person and third person point of view.

---

**C. Interpreting Information Quantitatively**

7. Analyze information presented quantitatively (in charts, graphs, diagrams, time lines, animations or interactive elements) to identify key details.

8. Explain how the information presented quantitatively contributes to an understanding of the text in which it appears.

9. Explain how the information presented quantitatively contributes to the overall meaning.

**RI.4.8** - Explain how an author uses reasons and evidence to support particular points in a text.

- Identify reasons and evidence an author uses to support a claim
- Describe how an author uses proof to support a point in the text

---

**Text Set 3**

**RI.4.5.** 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.

- Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)

---

**RI.4.7** - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears

---

**A. Reasons**

1. Identify reasons an author uses to support particular points in a text.
2. Explain how the reasons an author uses support particular points in a text.

**B. Evidence**

3. Identify evidence an author uses to support points in a text.
4. Explain how the evidence an author uses support points in a text.
5. Write how an author uses proof to support a point in the text.

---

**A. Text Structure: Chronological**

1. Identify how a text is **organized chronologically**.
2. Describe the structure when a text is **organized chronologically using events** in a text or part of a text.
3. Describe the structure when a text is **organized chronologically using ideas** in a text or part of a text.
4. Describe the structure when a text is **organized chronologically using concepts** in a text or part of a text.
5. Describe the structure when a text is **organized chronologically using information** in a text or part of a text

---

**A. Interpreting Information: Visually**

1. Analyze information presented visually to identify key details.

- Analyze information presented in various formats to identify the key details
- Understand what is heard, viewed, or presented through various media formats to help make meaning of the text
- Explain how the information presented in various formats aids to the overall meaning

**RI.4.8** - Explain how an author uses reasons and evidence to support particular points in a text.

- Identify reasons and evidence an author uses to support a claim
- Describe how an author uses proof to support a point in the text

**Unit Speaking & Listening Standards**

**SL.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.4.1b** - Follow agreed-upon rules for discussions and carry out assigned roles.

**SL.4.1d** - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.2** - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

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

**SL.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

2. Explain how the information presented visually contributes to an understanding of the text in which it appears.

3. Explain how the information presented visually contributes to the overall meaning.

**A. Reasons**

1. Identify reasons an author uses to support particular points in a text.

2. Explain how the reasons an author uses support particular points in a text.

**B. Evidence**

3. Identify evidence an author uses to support points in a text.

4. Explain how the evidence an author uses support points in a text.

5. Write how an author uses proof to support a point in the text.

details to support main ideas or themes; speak clearly at an understandable pace

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

**SL.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.

#### **Unit Writing Standards**

**W.4.1a** - 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.4.1b** - Provide reasons that are supported by facts and details

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

**W.4.1d** - Provide a concluding statement or section related to the opinion presented.

**W.4.4** - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W.4.5** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.4.6** - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**W.4.7** - Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**W.4.8** - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources

**W.4.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.4.9b** - Apply grade 4 Reading standards to informational texts

#### **Unit Language Standards**

**L.4.4a** - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase  
**L.4.4b** - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word  
**L.4.4c** - 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.4.5c** - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).  
**L.4.6** - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being

**Writing Tasks**

- Daily Journal Prompts
- Analyzing Multiple Sources
- Responding to Text using RACE
- **Unit Argumentative Writing Prompt:** Write an argumentative essay for your class explaining why water is an important resource for Florida and needs to be protected.

**Content Vocabulary**

**Text Set 1:** Visualize, Plot: Flashback, Point of View & Perspective, Text Structure: Problem & Solution  
**Text Set 2:** Reread, Timeline, Author’s Perspective, Author’s Purpose  
**Text Set 3:** Reread, Maps & Headings, Author’s Claim, Text Structure: Sequence

**Required Speaking and Listening**

- Whole group discussion
- Pair-Share
- Small group discussions

**Suggested Speaking and Listening**

- Create audio recordings
- Class debates
- Readers’ Theater
- Oral Report
- Literature Circle

<ul style="list-style-type: none"> <li>● Teacher directed discussions</li> <li>● Student-led presentations</li> <li>● Follow agreed upon rules for discussion</li> <li>● Questioning techniques</li> <li>● Active Listening Strategies</li> <li>● Oral Presentations</li> <li>● Oral Reading</li> <li>● Oral response to questions</li> <li>● Book talk</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Partner talk</a></li> <li>● <a href="#">Accountable talk</a></li> <li>● <a href="#">Literacy TA-Speaking and Listening Activities</a></li> <li>● <a href="#">Learn Zillion-Crafting a Persuasive Speech</a></li> <li>● <a href="#">Literacy Design Collaborative Modules</a></li> <li>● <a href="#">Literacy in Science-Animal Adaptations</a></li> <li>● <a href="#">Collaboration Kit</a></li> </ul>
<b>Performance Task Options/Interdisciplinary Connections</b>	<b>Professional Resources</b>
<p style="text-align: center;"><b>Content Area Learning</b></p> <p><b>Text Set 1:</b> Civic &amp; Political Participation: Explain how individuals can participate voluntarily in civic affairs at state and local levels through activities such as holding public officials to their word, writing letters, and participating in historic preservation and service projects</p> <p><b>Text Set 2:</b> Civic and Political Participation: Identify the importance of historical figures and important individuals who modeled active participation in the democratic process.</p> <p><b>Text Set 3:</b> The Practice of Science: Attempt reasonable answers to scientific questions and cite evidence in support.</p>	<p style="text-align: center;"> <a href="https://www.literacyworldwide.org/">https://www.literacyworldwide.org/</a>  <a href="https://www.naeyc.org/">https://www.naeyc.org/</a>  <a href="https://www.nwp.org/">https://www.nwp.org/</a>  <a href="https://www.readwritethink.org/">https://www.readwritethink.org/</a>  <a href="https://www.winsorlearning.com/">https://www.winsorlearning.com/</a>  <a href="https://www.mheducation.com/prek-12/program/wonders-2023/readi ng.html?page=1&amp;sortby=title&amp;order=asc&amp;bu=seg">https://www.mheducation.com/prek-12/program/wonders-2023/readi ng.html?page=1&amp;sortby=title&amp;order=asc&amp;bu=seg</a> </p>
<b>Academic Vocabulary</b>	
<p><b>Text Set 1:</b> assigned, generosity, gingerly, mature, organizations, residents, scattered, selective</p> <p><b>Text Set 2:</b> boycott, encouragement, fulfill, injustice, mistreated, protest, qualified, registered</p>	

**Text Set 3:** advancements, agriculture, characteristics, concerns, disagreed, inherit, prevalent, resistance

<b>Modifications/Accommodations for Students with IEPs</b>	<b>Modifications/Accommodations for At-Risk Students</b>
<ul style="list-style-type: none"><li>● Review student individual educational plan for instructional, assessment, and environmental supports.</li><li>● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options.</li><li>● Provide extra time for completing tasks, checklists and other tasks.</li><li>● Provide samples and model each step of the writing process as needed.</li><li>● Access to word/picture banks for reference.</li><li>● Modify activities/assignments/projects</li><li>● Breakdown activities/assignments/projects/assessments into manageable units</li><li>● Additional time to complete activities/assignments/projects/assessments</li><li>● Provide an option for alternative activities/assignments/projects/assessments</li><li>● Allow student to receive reading text in various forms (written, verbal, audio)</li><li>● Pre-teach new vocabulary</li><li>● Modify Content</li><li>● Modify Amount of work given</li><li>● Modify Assessment</li><li>● Modify Homework</li><li>● Re-teach skill if needed</li><li>● Allow student to make test corrections or retake assessment</li><li>● Adjust Pacing of Content</li><li>● Small Group Instruction</li><li>● Individual Intervention/Remediation</li><li>● Additional Support Material</li></ul>	<ul style="list-style-type: none"><li>● Breakdown activities/assignments/projects/assessments into manageable units</li><li>● Additional time to complete activities/assignments/projects/assessments</li><li>● Provide an option for alternative activities/assignments/projects/assessments</li><li>● Small Group Instruction</li><li>● Intervention/Remediation</li><li>● Individual Intervention/Remediation</li><li>● Additional Support Materials</li><li>● Guided Notes</li><li>● Graphic Organizers</li><li>● Tutoring</li></ul> <p style="text-align: center;"><b>Resources:</b> <a href="#"><u>Tier 2 Comprehension</u></a> <a href="#"><u>Tier 2 Fluency</u></a> <a href="#"><u>Tier 2 Phonics/Word Study</u></a> <a href="#"><u>Tier 2 Vocabulary</u></a> <a href="#"><u>Tier 2 Writing and Grammar</u></a></p> <p style="text-align: center;"><b>Please see corresponding unit and week to view suggested lessons and reproducibles.</b></p>

<ul style="list-style-type: none"> <li>● Lower-Level Text</li> <li>● Guided Notes</li> <li>● Graphic Organizers</li> </ul> <p style="text-align: center;"><b>Resources:</b>  <u><a href="#">WonderWorks Assessments</a></u>  <u><a href="#">WonderWorks Teacher Addition</a></u>  <u><a href="#">Foundational Skills Practice</a></u>  <u><a href="#">Foundational Skills Annotated Practice</a></u>  <u><a href="#">Foundational Skills Lesson Cards</a></u>  <u><a href="#">Foundational Skills Assessments</a></u></p> <p style="text-align: center;"><b>Please see corresponding unit and week to view suggested lessons and reproducibles.</b></p>	
<b>Modifications/Accommodations for Students with 504s</b>	<b>Modifications/Accommodations for English Language Learners</b>
<ul style="list-style-type: none"> <li>● Review student individual 504 plan for instructional, assessment, and environmental supports.</li> <li>● Provide students with flexible seating options while reading depending on need or preference.</li> <li>● Utilize Multisensory methods such as Google images, gesturing, and meaningful movement.</li> <li>● Oral reading &amp; oral response options can be used for assignments.</li> <li>● Extra time for completing tasks, checklists and other tasks.</li> <li>● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options.</li> <li>● Provide samples and model each step of the writing process as needed.</li> <li>● Use sticky notes to annotate</li> <li>● Tutoring</li> </ul>	<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p> <ul style="list-style-type: none"> <li>● Realia or concrete objects</li> <li>● Physical Models, Pictures, Photographs</li> <li>● Manipulatives</li> <li>● Videos and Films</li> <li>● Gestures, Physical Movements, Music and Songs</li> <li>● Partner Work</li> <li>● Student Mentor or Coach</li> <li>● Labeling</li> <li>● Word Banks</li> <li>● Sentence Starters, Sentence Frames</li> <li>● Graphic Organizers</li> </ul> <p style="text-align: right;"><b>Resources:</b>  <u><a href="#">Newcomer Cards</a></u></p>



<p style="text-align: center;"><b>Resources:</b>  <a href="#"><u>Tier 2 Comprehension</u></a>  <a href="#"><u>Tier 2 Fluency</u></a>  <a href="#"><u>Tier 2 Phonics/Word Study</u></a>  <a href="#"><u>Tier 2 Vocabulary</u></a>  <a href="#"><u>Tier 2 Writing and Grammar</u></a></p> <p style="text-align: center;"><b>Please see corresponding unit and week to view suggested lessons and reproducibles.</b></p>	<p style="text-align: center;"><a href="#"><u>Newcomer Teacher Guide</u></a>  <a href="#"><u>Newcomer Online Visuals Overview</u></a>  <a href="#"><u>Newcomer Online Visuals- Start Smart</u></a>  <a href="#"><u>Newcomer Online Visuals- Unit 1</u></a>  <a href="#"><u>Newcomer Online Visuals- Unit 2</u></a>  <a href="#"><u>Newcomer Online Visuals- Unit 3</u></a>  <a href="#"><u>Newcomer Online Visuals- Unit 4</u></a></p> <p style="text-align: center;"><b>Please see corresponding unit and week to view suggested lessons and reproducibles.</b></p>
<b>Extensions for Gifted Students</b>	<b>Required/Suggested Activities</b>
<ul style="list-style-type: none"> <li>● Extend activities/assignments/projects/assessments</li> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> <li>● Modify Content</li> <li>● Adjust Pacing of Content</li> <li>● Small Group Enrichment</li> <li>● Individual Enrichment</li> <li>● Higher-Level Text</li> <li>● The inclusion of additional subject areas and/or activities (cross curricular).</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>● Small Group Instruction <ul style="list-style-type: none"> <li>○ Teacher-Led Instruction</li> <li>○ Independent Work</li> <li>○ Collaborative Work</li> <li>○ iReady Learning Path</li> </ul> </li> <li>● Newcomer Cards (ELL)</li> <li>● Leveled Readers</li> <li>● Differentiated Genre Passages</li> <li>● Build Upon Prior Knowledge <ul style="list-style-type: none"> <li>- Talk about the source</li> <li>- Write about the source</li> <li>- Anchor Chart</li> <li>- Individualized Vocabulary</li> </ul> </li> </ul> <p><b>Suggested:</b></p> <ul style="list-style-type: none"> <li>● iXL - Concept Check-In</li> <li>● Reteaching with Intervention Online PDFs</li> <li>● Center Activity Cards - Reading, Phonics, Writing</li> </ul>

	<ul style="list-style-type: none"> <li>• Digital Activities</li> <li>• Independent Reading Texts</li> </ul>
--	---

Unit #4	
Unit Title	The Impact of Government, Inventions, Technology on Our Lives
Reading Genre(s)	Text Set 1: Narrative Nonfiction  Text Set 2: Historical Fiction  Text Set 3: Narrative Poetry
Writing Tasks	Expository Writing
Recommended Pacing	5 Weeks
Unit Summary	<p>In text set one, students will explore why we need government. They will understand how the government protects us as well as the parts of the government. They will discuss how people run for office to fix problems, improve government and try new ideas. Students will also learn about the history of democracy. They will do this through reading informational text. Students will explain how headings and pronunciations contribute to the understanding of a text. They will identify the cause-and-effect text structure of a text. Students will identify the author's use of homophones and homographs in a text. Additionally, students will acquire and use grade-appropriate academic vocabulary by applying knowledge of Latin and Greek roots to determine the meaning of unfamiliar words.</p> <p>In text set two, students will explore how inventions and technology affect their life. They will discover how technology gets us where we need to go and the internet allows us to explore the world from our home. Students will discuss how technology helps to keep us safe and</p>

	<p>provides us with electricity. Students will explore this through reading literary texts. Students will explain how setting contributes to the plot in a literary text. Students will identify the narrator’s point of view and explain the difference between a narrator’s point of view and character perspective in a literary text. Students will also read an informational text about the topic to identify the text structure of description in a text. Additionally, students will acquire and use grade-appropriate academic vocabulary by using synonyms and context clues to determine word meanings.</p> <p>In text set three, students will explore how writers look at success in different ways. Students will identify success as winning a prize or hearing an applause. Students will study Carmon Lomas Garza who creates art based on her Mexican American heritage which helps people feel proud fo their culture. Students will do this through reading literary texts. Students will identify the text structure of a narrative story. They will explain a stated or implied theme and how it developings, using details in a literary text. Students will explain how rhyme and structure create meaning in a poem. Additionally, students will acquire and use grade-appropriate academic vocabulary by using a dictionary or conctect clues to determine the connotation or denotation of a word.</p> <p>In this unit, students will write expository texts about a topic, using multiple sources and an organizational structure with a logical progression. Students will write expository texts about a topic, using multiple sources and elaboration. Students will write an expository text about a topic, using multiple sources and developing a clear central idea.</p>
<p>Career Readiness, Life Literacies, and Key Skills Standards</p>	<p>Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.</p> <ul style="list-style-type: none"> <li>● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).</li> </ul>

- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation.

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.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).

The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

You can give back in areas that matter to you.

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

	<p>Culture and geography can shape an individual’s experiences and perspectives.</p> <ul style="list-style-type: none"> <li>● 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).</li> </ul>
Computer Science and Design Thinking (Technology)	<ul style="list-style-type: none"> <li>● 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.</li> <li>● 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.</li> <li>● 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. .</li> </ul>
Diversity, Equity, and Inclusion	Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of text include <i>Speaking Out Against Child Labour</i>
Amistad	Addressed in Units 3&6

Enduring Understandings	Essential Questions
<p><b>Text Set 1:</b></p> <ul style="list-style-type: none"> <li>● Explain how <b>headings and pronunciations</b> contribute to the understanding of a text.</li> <li>● Identify <b>cause and effect</b> text structure of a text</li> <li>● Identify the author’s use of <b>homophones and homographs</b> in a text.</li> <li>● <b>Read and comprehend</b> texts in the grades 4-5 text complexity band proficiently</li> <li>● <b>Summarize</b> a text to enhance comprehension</li> <li>● Write in <b>response</b> to text.</li> </ul>	<p>Text Set 1: Why do we need a government?  Text Set 2: How does technology affect your life?  Text Set 3:: How do writers look at success in different ways?</p>

- **Compare and contrast** how authors present information on the same topic or theme
- Write **expository texts** about a topic, using multiple sources and an organizational structure with logical progression.
- With guidance and support from peers and adults, develop and strengthen writing as needed by **planning, revising and editing**.
- **Report on a topic** or text, using appropriate facts and relevant descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **Conduct short research projects** that build knowledge through investigation of different aspects of the topic.
- Acquire and use grade-appropriate **academic vocabulary**.
- Apply knowledge of **Latin and Greek roots** to determine meaning of unfamiliar words.

**Text Set 2**

- Read grade-level texts with **accuracy, automaticity, and appropriate prosody or expression**.
- Explain how **setting contributes to the plot** in a literary text.
- Identify the **narrator’s point of view** and character perspective in a literary text.
- **Read and comprehend** texts in the grades 4-5 complexity band proficiently.
- **Summarize** a text to enhance comprehension.
- Write in **response** to texts.
- Identify the **text structure of description** in a text.
- **Compare and contrast** how authors present information on the same topic or theme.
- Write **expository texts** about a topic, using multiple sources and elaboration.
- **Conduct short research projects** that build knowledge through investigation of different aspects of the topic.
- Acquire and use grade-appropriate **academic vocabulary**.
- Use **synonyms and context clues** to determine word meanings.

**Text Set 3:**

<ul style="list-style-type: none"> <li>● Read grade-level texts with <b>accuracy, automaticity, and appropriate prosody or expression.</b></li> <li>● Identify the <b>text structure of narrative poetry.</b></li> <li>● <b>Explain a stated or implied theme</b> and how it develops, using details in a literary text.</li> <li>● Explain how <b>rhyme and structure create meaning in a poem.</b></li> <li>● <b>Read and comprehend</b> texts in the grades 4-5 text complexity band proficient.</li> <li>● <b>Summarize a text to</b> enhance comprehension.</li> <li>● Write in <b>response</b> to text.</li> <li>● <b>Compare and contrast</b> how authors present information on the same topic or theme.</li> <li>● Write an <b>expository text</b> about a topic, using multiple sources and developing a clear central idea.</li> <li>● With guidance and support from peers and adults, develop and strengthen writing as needed by <b>planning, revising, and editing.</b></li> <li>● <b>Report on a topic</b> or text, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</li> <li>● <b>Conduct short research projects</b> that build knowledge through investigation of different aspects of the topic.</li> <li>● Acquire and use grade-appropriate <b>academic vocabulary.</b></li> <li>● <b>Use a dictionary or context clues</b> to determine the connotation or denotation of a word.</li> </ul>	
<p style="text-align: center;"><b>District/School Required Texts and Media Formats</b></p>	<p style="text-align: center;"><b>District/School Supplementary Resources</b></p>
<ul style="list-style-type: none"> <li>- Reading Wonders 2023</li> <li>- Sonday</li> <li>- Dibbles</li> <li>- iReady</li> </ul>	<ul style="list-style-type: none"> <li>- Epic!</li> <li>- Newsela</li> <li>- Dreamscape</li> <li>- iXL</li> <li>- <a href="#">Read Write Think</a></li> <li>- <a href="#">ReadWorks</a></li> <li>- <a href="#">Scholastic</a></li> </ul>

	<ul style="list-style-type: none"> <li>- <a href="#">Close Reading Passages by Standard</a></li> <li>- <a href="#">Grammar Activities</a></li> <li>- <a href="#">Editing Practice</a></li> <li>- <a href="#">Reading Comprehension Passages by Skill</a></li> <li>- <a href="#">Vocabulary Practice</a></li> <li>- <a href="#">Weekly Skill Review Pages</a></li> <li>- <a href="#">Informational Text Passages</a></li> <li>- <a href="#">Question Stems by Standard</a></li> <li>- <a href="#">Literacy Games &amp; Activities</a></li> <li>- <a href="#">Exit Slips by Standard</a></li> <li>- <a href="#">Roll &amp; Answer Reading Comprehension Activities</a></li> <li>- <a href="#">Reading Comprehension Board Games</a></li> </ul>
<b>District/School Formative Assessments</b>	<b>District/School Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Reading Wonders Assessments <ul style="list-style-type: none"> <li>○ Oral Reading Proficiency Assessment</li> <li>○ Bi-Weekly Assessments</li> <li>○ Comprehension/Vocabulary Assessments used as Exit Tickets or Independent Work</li> </ul> </li> <li>● Anecdotal Records</li> <li>● Writing Piece <ul style="list-style-type: none"> <li>○ One published piece per marking period</li> </ul> </li> <li>● i- Ready Instruction <ul style="list-style-type: none"> <li>○ 45 minutes weekly</li> </ul> </li> <li>● Sondag</li> </ul>	<ul style="list-style-type: none"> <li>● District Benchmarks on LinkIt! <ul style="list-style-type: none"> <li>○ 3 per school year</li> </ul> </li> <li>● i-Ready Diagnostic <ul style="list-style-type: none"> <li>○ 3 per school year</li> </ul> </li> <li>● Sondag <ul style="list-style-type: none"> <li>○ On going</li> </ul> </li> </ul>
<b>Instructional Best Practices</b>	
<ul style="list-style-type: none"> <li>● Identifying Similarities and Differences</li> <li>● Summarizing and Note Taking</li> </ul>	<ul style="list-style-type: none"> <li>● Managing response rates</li> <li>● Checks for Understanding</li> </ul>



<ul style="list-style-type: none"> <li>● Reinforcing Effort and Providing Recognition</li> <li>● Homework and Practice</li> <li>● Modeling</li> <li>● Cooperative Learning</li> <li>● Setting Objectives and Providing Feedback</li> <li>● Cues, Questions, and Advance Organizers</li> <li>● Gradual Release of Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>● Diagrams, Charts and Graphs</li> <li>● Coaching</li> <li>● Reading Partners</li> <li>● Visuals</li> <li>● Collaborative Problem Solving</li> <li>● Active Engagement Strategies</li> <li>● Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)</li> </ul>
<b>Learning Plan</b>	
<b>NJSLS</b>	<b>Learning Targets and Exemplar Lessons:</b>
<p style="text-align: center;"><b><u>Text Set 1</u></b></p> <p><b>RI.4.5</b> - 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.</p> <ul style="list-style-type: none"> <li>● Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)</li> </ul> <hr/> <p><b>RI.4.7</b> - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears</p>	<p><b><u>C. Text Structure: Cause &amp; Effect</u></b></p> <p>11. Identify how a text is organized <b>using cause and effect</b>.</p> <p>12. Describe the structure when a text is organized <b>using cause and effect using events</b> in a text or part of a text.</p> <p>13. Describe the structure when a text is organized <b>using cause and effect using ideas</b> in a text or part of a text.</p> <p>14. Describe the structure when a text is organized <b>using cause and effect using concepts</b> in a text or part of a text.</p> <p>15. Describe the structure when a text is organized <b>using cause and effect using information</b> in a text or part of a text.</p> <hr/> <p><b><u>A. Interpreting Information: Visually</u></b></p> <p>1. Analyze information presented visually to identify key details.</p> <p>2. Explain how the information presented visually contributes to an understanding of the text in which it appears.</p>

- Analyze information presented in various formats to identify the key details
- Understand what is heard, viewed, or presented through various media formats to help make meaning of the text
- Explain how the information presented in various formats aids to the overall meaning

---

**Text Set 2**

**RL.4.3** - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

- Read text closely, looking for key details regarding character, setting, or plot
- Analyze story elements for literal and inferential meaning
- Refer to the text to describe various story elements

---

**RL.4.6** - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

- Identify the narrator's point of view
  - Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view
- 

3. Explain how the information presented visually contributes to the overall meaning.

---

**A. Story**

2. Read text closely looking for key details regarding character's thoughts in a story.

3. Read text closely looking for key details regarding character's actions in a story.

4. Read text closely looking for key details regarding character's words in a story.

5. Read text closely looking for key details regarding setting in a story.

6. Read text closely looking for key details regarding plot in a story.

9. Refer to the text to describe the various story elements in a story (character, setting, events)

---

**A. Point of View**

1. Identify the narrator's point of view in a narration.

2. Identify the key components of a narration written in first person point of view.

3. Identify the key components of a narration written in the third person point of view.

4. Compare the similarities and differences between stories written in first person and third person point of view.

---

**Text Set 3**

**RL.4.2** - Determine the key details to identify theme in a story, drama, or poem and summarize the text.

- Analyze the actions and thoughts of characters or speakers in texts, looking for patterns
- Determine the theme or main idea of the text

---

**RL.4.5** - 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.

- Explain the differences between poems, drama, and prose
- Explain how structural elements are used to create an oral or written response to a text

---

**Unit Speaking & Listening Standards**

**SL.4.1a** - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**SL.4.1b** - Follow agreed-upon rules for discussions and carry out assigned roles. .

**C. Poem**

17. Write the key details in a poem that identify the theme and main idea.

18. Analyze the actions of characters in a poem looking for patterns.

19. Analyze the thoughts of characters in a text looking for patterns.

20. Analyze the speakers in a poem, looking for patterns.

21. Tell the theme of a poem.

22. Write the main idea of a poem.

23. Identify the key details that support the main idea in a poem.

24. Summarize a poem.

---

**A. Poem Structural Elements**

1. Identify the structural element of a poem.

2. Explain the major differences between poems when writing about a text.

3. Explain the major differences between poems when speaking about a text.

---

**SL.4.1c** - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**SL.4.1d** - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.2** - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

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

**SL.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.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

#### **Unit Language Standards**

**L.4.4a** - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase

**L.4.4b** - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word

**L.4.5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.4.5.c** - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

**L.4.6** - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being

#### **Unit Writing Standards**

**W.4.2a** - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

**W.4.2b** - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  
**W.4.2c** - . Link ideas within categories of information using words and phrases  
**W.4.2e** - Provide a concluding statement or section related to the information or explanation presented.  
**W.4.5** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing  
**W.4.6** - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.  
**W.4.7** - Conduct short research projects that build knowledge through investigation of different aspects of a topic.  
**W.4.8** - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  
**W.4.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.  
**W.4.9b** - Apply grade 4 Reading standards to informational texts

**Writing Tasks**

- Daily Journal Prompts
- Analyzing Multiple Sources
- Responding to Text using RACE
- **Unit Expository Writing Prompt:** Write an expository essay on the positive impacts of technology. Guide students to identify the purpose and audience.

**Content Vocabulary**

**Text Set 1:** Ask & Answer Questions, headings and Pronunciations, Text Structure: Cause & Effect, Homophones & Homographs  
**Text Set 2:** Make Predictions, Plot: Setting, Perspective and Point of View, Description  
**Text Set 3:** Poetry: Structure, Narrative Poetry, Theme, Rhyme & Structure

**Required Speaking and Listening**

**Suggested Speaking and Listening**

<ul style="list-style-type: none"> <li>● Whole group discussion</li> <li>● Pair-Share</li> <li>● Small group discussions</li> <li>● Teacher directed discussions</li> <li>● Student-led presentations</li> <li>● Follow agreed upon rules for discussion</li> <li>● Questioning techniques</li> <li>● Active Listening Strategies</li> <li>● Oral Presentations</li> <li>● Oral Reading</li> <li>● Oral response to questions</li> <li>● Book talk</li> </ul>	<ul style="list-style-type: none"> <li>● Create audio recordings</li> <li>● Class debates</li> <li>● Readers’ Theater</li> <li>● Oral Report</li> <li>● Literature Circle</li> <li>● <a href="#">Partner talk</a></li> <li>● <a href="#">Accountable talk</a></li> <li>● <a href="#">Literacy TA-Speaking and Listening Activities</a></li> <li>● <a href="#">Learn Zillion-Crafting a Persuasive Speech</a></li> <li>● <a href="#">Literacy Design Collaborative Modules</a></li> <li>● <a href="#">Literacy in Science-Animal Adaptations</a></li> <li>● <a href="#">Collaboration Kit</a></li> </ul>
<b>Performance Task Options/Interdisciplinary Connections</b>	<b>Professional Resources</b>
<p style="text-align: center;"><b>Content Area Learning</b></p> <p><b>Text Set 1:</b> Structure and Functions of Government: Identify and explain functions of the three branches of state government.</p> <p><b>Text Set 2:</b> Technology: Explain the effects of technological advances.</p> <p><b>Text Set 3:</b> N/A</p>	<p style="text-align: center;"> <a href="https://www.literacyworldwide.org/">https://www.literacyworldwide.org/</a>  <a href="https://www.naeyc.org/">https://www.naeyc.org/</a>  <a href="https://www.nwp.org/">https://www.nwp.org/</a>  <a href="https://www.readwritethink.org/">https://www.readwritethink.org/</a>  <a href="https://www.winsorlearning.com/">https://www.winsorlearning.com/</a>  <a href="https://www.mheducation.com/prek-12/program/wonders-2023/readi ng.html?page=1&amp;sortby=title&amp;order=asc&amp;bu=seg">https://www.mheducation.com/prek-12/program/wonders-2023/readi ng.html?page=1&amp;sortby=title&amp;order=asc&amp;bu=seg</a> </p>
<b>Academic Vocabulary</b>	
<p><b>Text Set 1:</b> amendments, commitment, compromise, democracy, eventually, legislation, privilege, version</p> <p><b>Text Set 2:</b> decade, directing, engineering, gleaming, scouted, squirmed, technology, tinkering</p>	

**Text Set 3:** attain, dangling, hovering, triumph, connotation, denotation, repetition, stanza

<b>Modifications/Accommodations for Students with IEPs</b>	<b>Modifications/Accommodations for At-Risk Students</b>
<ul style="list-style-type: none"><li>● Review student individual educational plan for instructional, assessment, and environmental supports.</li><li>● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options.</li><li>● Provide extra time for completing tasks, checklists and other tasks.</li><li>● Provide samples and model each step of the writing process as needed.</li><li>● Access to word/picture banks for reference.</li><li>● Modify activities/assignments/projects</li><li>● Breakdown activities/assignments/projects/assessments into manageable units</li><li>● Additional time to complete activities/assignments/projects/assessments</li><li>● Provide an option for alternative activities/assignments/projects/assessments</li><li>● Allow student to receive reading text in various forms (written, verbal, audio)</li><li>● Pre-teach new vocabulary</li><li>● Modify Content</li><li>● Modify Amount of work given</li><li>● Modify Assessment</li><li>● Modify Homework</li><li>● Re-teach skill if needed</li><li>● Allow student to make test corrections or retake assessment</li><li>● Adjust Pacing of Content</li><li>● Small Group Instruction</li><li>● Individual Intervention/Remediation</li><li>● Additional Support Material</li></ul>	<ul style="list-style-type: none"><li>● Breakdown activities/assignments/projects/assessments into manageable units</li><li>● Additional time to complete activities/assignments/projects/assessments</li><li>● Provide an option for alternative activities/assignments/projects/assessments</li><li>● Small Group Instruction</li><li>● Intervention/Remediation</li><li>● Individual Intervention/Remediation</li><li>● Additional Support Materials</li><li>● Guided Notes</li><li>● Graphic Organizers</li><li>● Tutoring</li></ul> <p style="text-align: center;"><b>Resources:</b> <a href="#"><u>Tier 2 Comprehension</u></a> <a href="#"><u>Tier 2 Fluency</u></a> <a href="#"><u>Tier 2 Phonics/Word Study</u></a> <a href="#"><u>Tier 2 Vocabulary</u></a> <a href="#"><u>Tier 2 Writing and Grammar</u></a></p> <p style="text-align: center;"><b>Please see corresponding unit and week to view suggested lessons and reproducibles.</b></p>

<ul style="list-style-type: none"> <li>● Lower-Level Text</li> <li>● Guided Notes</li> <li>● Graphic Organizers</li> </ul> <p style="text-align: center;"><b>Resources:</b>  <u><a href="#">WonderWorks Assessments</a></u>  <u><a href="#">WonderWorks Teacher Addition</a></u>  <u><a href="#">Foundational Skills Practice</a></u>  <u><a href="#">Foundational Skills Annotated Practice</a></u>  <u><a href="#">Foundational Skills Lesson Cards</a></u>  <u><a href="#">Foundational Skills Assessments</a></u></p> <p style="text-align: center;"><b>Please see corresponding unit and week to view suggested lessons and reproducibles.</b></p>	
<p style="text-align: center;"><b>Modifications/Accommodations for Students with 504s</b></p>	<p style="text-align: center;"><b>Modifications/Accommodations for English Language Learners</b></p>
<ul style="list-style-type: none"> <li>● Review student individual 504 plan for instructional, assessment, and environmental supports.</li> <li>● Provide students with flexible seating options while reading depending on need or preference.</li> <li>● Utilize Multisensory methods such as Google images, gesturing, and meaningful movement.</li> <li>● Oral reading &amp; oral response options can be used for assignments.</li> <li>● Extra time for completing tasks, checklists and other tasks.</li> <li>● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options.</li> <li>● Provide samples and model each step of the writing process as needed.</li> <li>● Use sticky notes to annotate</li> <li>● Tutoring</li> </ul>	<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p> <ul style="list-style-type: none"> <li>● Realia or concrete objects</li> <li>● Physical Models, Pictures, Photographs</li> <li>● Manipulatives</li> <li>● Videos and Films</li> <li>● Gestures, Physical Movements, Music and Songs</li> <li>● Partner Work</li> <li>● Student Mentor or Coach</li> <li>● Labeling</li> <li>● Word Banks</li> <li>● Sentence Starters, Sentence Frames</li> <li>● Graphic Organizers</li> </ul> <p style="text-align: center;"><b>Resources:</b>  <u><a href="#">Newcomer Cards</a></u></p>



<p style="text-align: center;"><b>Resources:</b>  <a href="#"><u>Tier 2 Comprehension</u></a>  <a href="#"><u>Tier 2 Fluency</u></a>  <a href="#"><u>Tier 2 Phonics/Word Study</u></a>  <a href="#"><u>Tier 2 Vocabulary</u></a>  <a href="#"><u>Tier 2 Writing and Grammar</u></a></p> <p style="text-align: center;"><b>Please see corresponding unit and week to view suggested lessons and reproducibles.</b></p>	<p style="text-align: center;"><a href="#"><u>Newcomer Teacher Guide</u></a>  <a href="#"><u>Newcomer Online Visuals Overview</u></a>  <a href="#"><u>Newcomer Online Visuals- Start Smart</u></a>  <a href="#"><u>Newcomer Online Visuals- Unit 1</u></a>  <a href="#"><u>Newcomer Online Visuals- Unit 2</u></a>  <a href="#"><u>Newcomer Online Visuals- Unit 3</u></a>  <a href="#"><u>Newcomer Online Visuals- Unit 4</u></a></p> <p style="text-align: center;"><b>Please see corresponding unit and week to view suggested lessons and reproducibles.</b></p>
<p style="text-align: center;"><b>Extensions for Gifted Students</b></p>	<p style="text-align: center;"><b>Required/Suggested Activities</b></p>
<ul style="list-style-type: none"> <li>● Extend activities/assignments/projects/assessments</li> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> <li>● Modify Content</li> <li>● Adjust Pacing of Content</li> <li>● Small Group Enrichment</li> <li>● Individual Enrichment</li> <li>● Higher-Level Text</li> <li>● The inclusion of additional subject areas and/or activities (cross curricular).</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>● Small Group Instruction <ul style="list-style-type: none"> <li>○ Teacher-Led Instruction</li> <li>○ Independent Work</li> <li>○ Collaborative Work</li> <li>○ iReady Learning Path</li> </ul> </li> <li>● Newcomer Cards (ELL)</li> <li>● Leveled Readers</li> <li>● Differentiated Genre Passages</li> <li>● Build Upon Prior Knowledge <ul style="list-style-type: none"> <li>- Talk about the source</li> <li>- Write about the source</li> <li>- Anchor Chart</li> <li>- Individualized Vocabulary</li> </ul> </li> </ul> <p><b>Suggested:</b></p> <ul style="list-style-type: none"> <li>● iXL - Concept Check-In</li> <li>● Reteaching with Intervention Online PDFs</li> <li>● Center Activity Cards - Reading, Phonics, Writing</li> </ul>

	<ul style="list-style-type: none"> <li>• Digital Activities</li> </ul> Independent Reading Texts:
--	---

Unit #5	
Unit Title	Responding to the Past, Present, and Future
Reading Genre(s)	Text Set 1: Expository Text  Text Set 2: Realistic Fiction  Text Set 3: Expository Text
Writing Tasks	Personal Narrative Expository Essay
Recommended Pacing	5 Weeks
Unit Summary	<p>In text set one, students will explore what they can discover when they look at something closely. Students will study the water cycle, look closely at gecko’s feet, discover scientific inventions and look closely at snowflakes under a microscope. Students will do this through reading informational text. Students will explain how photographs and captions contribute to the understanding of a text. They will identify the chronological text structure of a text. Students will also study these topics through reading literature. They will explain how imagery creates meaning in a text. Additionally, students will acquire and use grade-appropriate academic vocabulary by using context clues to determine the meaning of antonyms and homophones.</p>

	<p>In text set two, students will explore what ways people show they care about each other. Students will discuss how visiting or calling someone can show that you care. They will also read about how you can help others with a hobby rather than using money to show that you care. Students will explore this material through reading literary texts. Students will explain the role of foreshadowing in the plot of a literary text. Students will explain the role of conflict in the plot of a literary text. Students will explain the role of character development in the plot of a literary text. Additionally, students will acquire and use grade-appropriate academic vocabulary by using context clues to determine the meaning of similes, metaphors, and idioms.</p> <p>In text set three, students will explore how learning about the past can help them to understand the present. They will study cultures about the past to help make better choices for the future. Students will explore this through reading informational texts. Students will explain the use of sidebars and maps in a text. Students will identify the chronological text structure in a text. Students will explain an author’s perspective on a topic in a text. Additionally, students will acquire and use grade-appropriate academic vocabulary by using context clues to determine the meaning of proverbs and adages.</p> <p>In this unit, students will write a personal narrative using logical sequence of events and sensory details. Students will write personal narratives using a logical sequence of events and a strong conclusion. Students will write expository texts about a topic, using multiple sources and relevant details.</p>
<p>Career Readiness, Life Literacies, and Key Skills Standards</p>	<p>Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.</p> <ul style="list-style-type: none"> <li>● 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).</li> </ul>

- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation.

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.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).

The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

You can give back in areas that matter to you.

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

	<p>Culture and geography can shape an individual’s experiences and perspectives.</p> <ul style="list-style-type: none"> <li>● 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).</li> </ul>
Computer Science and Design Thinking (Technology)	<ul style="list-style-type: none"> <li>● 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.</li> <li>● 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.</li> <li>● 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. .</li> </ul>
Diversity, Equity, and Inclusion	<ul style="list-style-type: none"> <li>● Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of text include Rediscovering our <i>Spanish Beginnings</i>; <i>Sadie’s Game</i>; <i>Mama, I’ll Give You the World</i></li> </ul>
Amistad	Addressed in Units 3&6

Enduring Understandings	Essential Questions
<p><b>Text Set 1:</b></p> <ul style="list-style-type: none"> <li>● Explain how <b>photographs and captions</b> contribute to the understanding of a text</li> <li>● Identify the <b>chronological text structure</b> of a text</li> <li>● <b>Read and comprehend</b> texts in the grades 4-5 text complexity band proficiently</li> <li>● <b>Summarize a text</b> to enhance comprehension</li> <li>● Write in <b>response</b> to text</li> <li>● Explain how <b>imagery creates meaning</b> in a text</li> </ul>	<p>Text Set 1: What can you discover when you look closely at something?  Text Set 2: In what ways do people show they care about each other?  Text Set 3: How can learning about the past help you understand the present?</p>

- **Compare and contrast** how authors present information on the same topic or theme
- **Write a personal narrative** using a logical sequence of events and sensory details
- With guidance and support from peers and adults, develop and strengthen writing as needed by **planning, revising, and editing**
- **Report on a topic or text**, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
- Acquire and use grade-appropriate **academic vocabulary**
- Use context clues to determine the **meaning of antonyms and homophones**

**Text Set 2:**

- Explain the **role of foreshadowing** in the plot of a literary text
- Explain the **role of conflict** in the plot of a literary text
- Explain the **role of character development** in the plot of a literary text
- **Read and comprehend** texts in the grades 4-5 text complexity band proficiently
- **Summarize a text** to enhance comprehension
- Write in **response** to texts
- **Compare and contrast** how authors present information on the same topic or theme
- **Write personal narratives** using a logical sequence of events and a strong conclusion
- With guidance and support from peers and adults, develop and strengthen writing as needed by **planning, revising, and editing**
- **Report on a topic or text**, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
- Acquire and use grade-appropriate **academic vocabulary**
- Use context clues to **determine the meaning of similes, metaphors, and idioms**

**Text Set 3:**

- Explain the use of **sidebars and maps** in a text

<ul style="list-style-type: none"> <li>● Identify the <b>chronological text structure</b> a text</li> <li>● Explain an <b>author’s perspective</b> on a topic in a text</li> <li>● <b>Read and comprehend</b> texts texts in the grades 4-5 text complexity band proficiently</li> <li>● <b>Summarize a text</b> to enhance comprehension</li> <li>● Write in <b>response</b> to texts</li> <li>● <b>Compare and contrast</b> a firsthand and secondhand account of the same event or topic.</li> <li>● Write <b>expository texts</b> about a topic, using multiple sources and relevant details</li> <li>● With guidance and support from peers and adults, develop and strengthen writing as needed by <b>planning, revising, and editing</b></li> <li>● <b>Report on a topic or text</b>, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace</li> <li>● Acquire and use grade-appropriate <b>academic vocabulary</b></li> <li>● Use context clues to determine the <b>meaning of proverbs and adages</b></li> </ul>	
<b>District/School Required Texts and Media Formats</b>	<b>District/School Supplementary Resources</b>
<ul style="list-style-type: none"> <li>- Reading Wonders 2023</li> <li>- Sonday</li> <li>- Dibbles</li> <li>- iReady</li> </ul>	<ul style="list-style-type: none"> <li>- Epic!</li> <li>- Newsela</li> <li>- Dreamscape</li> <li>- iXL</li> <li>- <a href="#">Read Write Think</a></li> <li>- <a href="#">ReadWorks</a></li> <li>- <a href="#">Scholastic</a></li> <li>- <a href="#">Close Reading Passages by Standard</a></li> <li>- <a href="#">Grammar Activities</a></li> <li>- <a href="#">Editing Practice</a></li> <li>- <a href="#">Reading Comprehension Passages by Skill</a></li> <li>- <a href="#">Vocabulary Practice</a></li> <li>- <a href="#">Weekly Skill Review Pages</a></li> </ul>

	<ul style="list-style-type: none"> <li>- <a href="#">Informational Text Passages</a></li> <li>- <a href="#">Question Stems by Standard</a></li> <li>- <a href="#">Literacy Games &amp; Activities</a></li> <li>- <a href="#">Exit Slips by Standard</a></li> <li>- <a href="#">Roll &amp; Answer Reading Comprehension Activities</a></li> <li>- <a href="#">Reading Comprehension Board Games</a></li> </ul>
<b>District/School Formative Assessments</b>	<b>District/School Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Reading Wonders Assessments <ul style="list-style-type: none"> <li>○ Oral Reading Proficiency Assessment</li> <li>○ Bi-Weekly Assessments</li> <li>○ Comprehension/Vocabulary Assessments used as Exit Tickets or Independent Work</li> </ul> </li> <li>● Anecdotal Records</li> <li>● Writing Piece <ul style="list-style-type: none"> <li>○ One published piece per marking period</li> </ul> </li> <li>● i- Ready Instruction <ul style="list-style-type: none"> <li>○ 45 minutes weekly</li> </ul> </li> <li>● Sonda</li> </ul>	<ul style="list-style-type: none"> <li>● District Benchmarks on LinkIt! <ul style="list-style-type: none"> <li>○ 3 per school year</li> </ul> </li> <li>● i-Ready Diagnostic <ul style="list-style-type: none"> <li>○ 3 per school year</li> </ul> </li> <li>● Sonda <ul style="list-style-type: none"> <li>○ On going</li> </ul> </li> </ul>
<b>Instructional Best Practices</b>	
<ul style="list-style-type: none"> <li>● Identifying Similarities and Differences</li> <li>● Summarizing and Note Taking</li> <li>● Reinforcing Effort and Providing Recognition</li> <li>● Homework and Practice</li> <li>● Modeling</li> <li>● Cooperative Learning</li> <li>● Setting Objectives and Providing Feedback</li> <li>● Cues, Questions, and Advance Organizers</li> <li>● Gradual Release of Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>● Managing response rates</li> <li>● Checks for Understanding</li> <li>● Diagrams, Charts and Graphs</li> <li>● Coaching</li> <li>● Reading Partners</li> <li>● Visuals</li> <li>● Collaborative Problem Solving</li> <li>● Active Engagement Strategies</li> <li>● Required Reading and Writing Artifacts (e.g. Word Wall,</li> </ul>



	NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)
<b>Learning Plan</b>	
<b>NJSLS</b>	<b>Learning Targets and Exemplar Lessons:</b>
<p style="text-align: center;"><b><u>Text Set 1</u></b></p> <p><b>RI.4.2</b> - Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <ul style="list-style-type: none"> <li>● Identify the key details of a text that support the main idea</li> <li>● Summarize the key points of a text</li> <li>● Explain how the author supports main ideas in informational text with key details</li> </ul> <hr/> <p><b>RI.4.3</b> - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <ul style="list-style-type: none"> <li>● Read text closely to identify key details</li> <li>● Explain how or why historical events, scientific ideas or “how to” procedures happened</li> <li>● Use the text to support their answers</li> </ul>	<p><b><u>B. Main Idea</u></b></p> <ol style="list-style-type: none"> <li>1. Identify the key details of a text.</li> <li>2. Summarize the key points of the text.</li> <li>3. Write the main idea of the text.</li> <li>4. Explain how the author supports main ideas in the text using key details.</li> </ol> <hr/> <p><b><u>C. Scientific Text</u></b></p> <ol style="list-style-type: none"> <li>1. Identify what events happened in a scientific text using information from the text.</li> <li>2. Explain why events happened in a scientific text by using information from a text.</li> <li>3. Explain how events happened in a scientific text using information from the text.</li> <li>4. Identify what procedures happened in a scientific text using information from the text.</li> <li>5. Explain why procedures happened in a scientific text by using information from a text.</li> <li>6. Explain how procedures happened in a scientific text using information from the text.</li> </ol>

---

**RI.4.5** - 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.

- Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)

---

**RI.4.7** - Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears

- Analyze information presented in various formats to identify the key details
- Understand what is heard, viewed, or presented through various media formats to help make meaning of the text
- Explain how the information presented in various formats aids to the overall meaning

7. Identify what ideas happened in a scientific text using information from the text.
8. Explain why ideas happened in a scientific text by using information from a text.
9. Explain how ideas happen in a scientific text using information from the text.

---

**A. Text Structure: Chronological**

1. Identify how a text is **organized chronologically**.
2. Describe the structure when a text is **organized chronologically using events** in a text or part of a text.
3. Describe the structure when a text is **organized chronologically using ideas** in a text or part of a text.
4. Describe the structure when a text is **organized chronologically using concepts** in a text or part of a text.
5. Describe the structure when a text is **organized chronologically using information** in a text or part of a text.

---

**A. Interpreting Information: Visually**

1. Analyze information presented visually to identify key details.
  2. Explain how the information presented visually contributes to an understanding of the text in which it appears.
  3. Explain how the information presented visually contributes to the overall meaning.
-

**Text Set 2**

**RI.4.3** - Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

- Read text closely, looking for key details regarding character, setting, or plot
- Analyze story elements for literal and inferential meaning
- Refer to the text to describe various story elements

---

**Text Set 3**

**RI.4.2** - Determine the main idea of a text and explain how it is supported by key details; summarize the text.

- Identify the key details of a text that support the main idea
- Analyze the actions and thoughts of characters or speakers in texts, looking for patterns
- Determine the theme or main idea of the text
- Summarize the key points of a text
- Explain how the author supports main ideas in informational text with key details

**RI.4.5** - 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.

- Identify how a text is organized to describe the structure (ie: chronological, comparative, cause/effect, etc)

**A. Story**

1. Read text closely looking for key details in a story.
2. Read text closely looking for key details regarding character's thoughts in a story.
3. Read text closely looking for key details regarding character's actions in a story.
4. Read text closely looking for key details regarding character's words in a story.
6. Read text closely looking for key details regarding plot in a story.
9. Refer to the text to describe the various story elements in a story (character, setting, events)

---

**A. Looking for Patterns**

1. Analyze the actions of characters in the text looking for patterns.
2. Analyze the thoughts of characters in the text looking for patterns.
3. Analyze the actions of speakers in the text looking for patterns.
4. Analyze the thoughts of speakers in the text looking for patterns.

---

**A. Text Structure: Chronological**

1. Identify how a text is **organized chronologically**.
2. Describe the structure when a text is **organized chronologically using events** in a text or part of a text.

<hr/> <p style="text-align: center;"><b><u>Unit Language Standards</u></b></p> <p><b>L.4.4</b> - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p><b>L.4.4a</b> - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase</p> <p><b>L.4.4b</b> - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (</p> <p><b>L.4.5a</b> - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p><b>L.4.5b</b> - Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p><b>L.4.5c</b> - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p><b>L.4.6</b> - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being</p> <p style="text-align: center;"><b><u>Unit Speaking &amp; Listening Standards</u></b></p> <p><b>SL.4.1b</b> - Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><b>SL.4.1d</b> - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p><b>SL.4.2</b> - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>3. Describe the structure when a text is <b>organized chronologically using ideas</b> in a text or part of a text.</p> <p>4. Describe the structure when a text is <b>organized chronologically using concepts</b> in a text or part of a text.</p> <p>5. Describe the structure when a text is <b>organized chronologically using information</b> in a text or part of a text.</p> <hr/>
---	--

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

**Unit Writing Standards**

**W.4.2a** - Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

**W.4.2b** - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**W.4.2c** - Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

**W.4.2d** - Use precise language and domain-specific vocabulary to inform about or explain the topic

**W.4.2e** - Provide a concluding statement or section related to the information or explanation presented.

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

**W.4.3b** - Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W.4.3c** - Use a variety of transitional words and phrases to manage the sequence of events.

**W.4.3d** - Use concrete words and phrases and sensory details to convey experiences and events precisely.

**W.4.3e** - Provide a conclusion that follows from the narrated experiences or events.

**W.4.4** - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W.4.5** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.4.6** - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to

interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting

**W.4.7** - Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**W.4.8** - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**W.4.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Writing Tasks**

- Daily Journal Prompts
- Analyzing Multiple Sources
- Responding to Text using RACE
- Unit Writing Prompts

**Extended Writing 1**

Personal Narrative

Writing Prompt: Write a personal narrative about a time that you tried your hardest to do something.

**Extended Writing 2**

Expository Essay

Writing Prompt: Write an expository essay about a Native American group that lived in your state before European exploration.

**Content Vocabulary**

**Text Set 1:** Summarize, Photographs & Captions, Text Structure: Chronology, Imagery

**Text Set 2:** Visualize, Plot: Foreshadowing, Plot: Conflict, Plot: Character Development

**Text Set 3:** Summarize, Sidebars & Maps, Text Structure: Chronology, Author’s Perspective

**Required Speaking and Listening**

- Whole group discussion
- Pair-Share

**Suggested Speaking and Listening**

- Create audio recordings
- Class debates
- Readers’ Theater
- Oral Report

<ul style="list-style-type: none"> <li>● Small group discussions</li> <li>● Teacher directed discussions</li> <li>● Student-led presentations</li> <li>● Follow agreed upon rules for discussion</li> <li>● Questioning techniques</li> <li>● Active Listening Strategies</li> <li>● Oral Presentations</li> <li>● Oral Reading</li> <li>● Oral response to questions</li> <li>● Book talk</li> </ul>	<ul style="list-style-type: none"> <li>● Literature Circle</li> <li>● <a href="#">Partner talk</a></li> <li>● <a href="#">Accountable talk</a></li> <li>● <a href="#">Literacy TA-Speaking and Listening Activities</a></li> <li>● <a href="#">Learn Zillion-Crafting a Persuasive Speech</a></li> <li>● <a href="#">Literacy Design Collaborative Modules</a></li> <li>● <a href="#">Literacy in Science-Animal Adaptations</a></li> <li>● <a href="#">Collaboration Kit</a></li> </ul>
<b>Performance Task Options/Interdisciplinary Connections</b>	<b>Professional Resources</b>
<p style="text-align: center;"><b>Content Area Learning</b></p> <p><b>Text Set 1:</b> The Practice of Science: Attempt reasonable answers to scientific questions and cite evidence in support.</p> <p><b>Text Set 2:</b> Civic and Political Participation: Identify ways citizens work together to influence government and help solve community and state problems.</p> <p><b>Text Set 3:</b> Exploration and Settlement: Explain when, where, and why the Spanish established settlements.</p>	<p style="text-align: center;"> <a href="https://www.literacyworldwide.org/">https://www.literacyworldwide.org/</a>  <a href="https://www.naeyc.org/">https://www.naeyc.org/</a>  <a href="https://www.nwp.org/">https://www.nwp.org/</a>  <a href="https://www.readwritethink.org/">https://www.readwritethink.org/</a>  <a href="https://www.winsorlearning.com/">https://www.winsorlearning.com/</a>  <a href="https://www.mheducation.com/prek-12/program/wonders-2023/readi ng.html?page=1&amp;sortby=title&amp;order=asc&amp;bu=seg">https://www.mheducation.com/prek-12/program/wonders-2023/readi ng.html?page=1&amp;sortby=title&amp;order=asc&amp;bu=seg</a> </p>
<b>Academic Vocabulary</b>	
<p><b>Text Set 1:</b> cling, dissolves, gritty, humid, magnify, microscope, mingle, typical</p>	

**Text Set 2:** bouquet, emotion, encircle, express, fussy, portraits, sparkle, whirl

**Text Set 3:** archaeology, document, era, evidence, expedition, permanent, tremendous, uncover

**Modifications/Accommodations for Students with IEPs**

- Review student individual educational plan for instructional, assessment, and environmental supports.
- Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options.
- Provide extra time for completing tasks, checklists and other tasks.
- Provide samples and model each step of the writing process as needed.
- Access to word/picture banks for reference.
- Modify activities/assignments/projects
- Breakdown activities/assignments/projects/assessments into manageable units
- Additional time to complete activities/assignments/projects/assessments
- Provide an option for alternative activities/assignments/projects/assessments
- Allow student to receive reading text in various forms (written, verbal, audio)
- Pre-teach new vocabulary
- Modify Content
- Modify Amount of work given
- Modify Assessment
- Modify Homework
- Re-teach skill if needed
- Allow student to make test corrections or retake assessment

**Modifications/Accommodations for At-Risk Students**

- Breakdown activities/assignments/projects/assessments into manageable units
- Additional time to complete activities/assignments/projects/assessments
- Provide an option for alternative activities/assignments/projects/assessments
- Small Group Instruction
- Intervention/Remediation
- Individual Intervention/Remediation
- Additional Support Materials
- Guided Notes
- Graphic Organizers
- Tutoring

**Resources:**

- [Tier 2 Comprehension](#)
- [Tier 2 Fluency](#)
- [Tier 2 Phonics/Word Study](#)
- [Tier 2 Vocabulary](#)
- [Tier 2 Writing and Grammar](#)

**Please see corresponding unit and week to view suggested lessons and reproducibles.**



<ul style="list-style-type: none"> <li>● Adjust Pacing of Content</li> <li>● Small Group Instruction</li> <li>● Individual Intervention/Remediation</li> <li>● Additional Support Material</li> <li>● Lower-Level Text</li> <li>● Guided Notes</li> <li>● Graphic Organizers</li> </ul> <p style="text-align: center;"><b>Resources:</b>  <a href="#"><u>WonderWorks Assessments</u></a>  <a href="#"><u>WonderWorks Teacher Addition</u></a>  <a href="#"><u>Foundational Skills Practice</u></a>  <a href="#"><u>Foundational Skills Annotated Practice</u></a>  <a href="#"><u>Foundational Skills Lesson Cards</u></a>  <a href="#"><u>Foundational Skills Assessments</u></a></p> <p><b>Please see corresponding unit and week to view suggested lessons and reproducibles.</b></p>	
<b>Modifications/Accommodations for Students with 504s</b>	<b>Modifications/Accommodations for English Language Learners</b>
<ul style="list-style-type: none"> <li>● Review student individual 504 plan for instructional, assessment, and environmental supports.</li> <li>● Provide students with flexible seating options while reading depending on need or preference.</li> <li>● Utilize Multisensory methods such as Google images, gesturing, and meaningful movement.</li> <li>● Oral reading &amp; oral response options can be used for assignments.</li> <li>● Extra time for completing tasks, checklists and other tasks.</li> <li>● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options.</li> </ul>	<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://www.wida.us/standards/CAN_DOs/"><u>https://www.wida.us/standards/CAN_DOs/</u></a></p> <ul style="list-style-type: none"> <li>● Realia or concrete objects</li> <li>● Physical Models, Pictures, Photographs</li> <li>● Manipulatives</li> <li>● Videos and Films</li> <li>● Gestures, Physical Movements, Music and Songs</li> <li>● Partner Work</li> <li>● Student Mentor or Coach</li> <li>● Labeling</li> <li>● Word Banks</li> <li>● Sentence Starters, Sentence Frames</li> </ul>

<ul style="list-style-type: none"> <li>● Provide samples and model each step of the writing process as needed.</li> <li>● Use sticky notes to annotate</li> <li>● Tutoring</li> </ul> <p style="text-align: center;"><b>Resources:</b>  <a href="#">Tier 2 Comprehension</a>  <a href="#">Tier 2 Fluency</a>  <a href="#">Tier 2 Phonics/Word Study</a>  <a href="#">Tier 2 Vocabulary</a>  <a href="#">Tier 2 Writing and Grammar</a></p> <p style="text-align: center;"><b>Please see corresponding unit and week to view suggested lessons and reproducibles.</b></p>	<ul style="list-style-type: none"> <li>● Graphic Organizers</li> </ul> <p style="text-align: center;"><b>Resources:</b>  <a href="#">Newcomer Cards</a>  <a href="#">Newcomer Teacher Guide</a>  <a href="#">Newcomer Online Visuals Overview</a>  <a href="#">Newcomer Online Visuals- Start Smart</a>  <a href="#">Newcomer Online Visuals- Unit 1</a>  <a href="#">Newcomer Online Visuals- Unit 2</a>  <a href="#">Newcomer Online Visuals- Unit 3</a>  <a href="#">Newcomer Online Visuals- Unit 4</a></p> <p style="text-align: center;"><b>Please see corresponding unit and week to view suggested lessons and reproducibles.</b></p>
<b>Extensions for Gifted Students</b>	<b>Required/Suggested Activities</b>
<ul style="list-style-type: none"> <li>● Extend activities/assignments/projects/assessments</li> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> <li>● Modify Content</li> <li>● Adjust Pacing of Content</li> <li>● Small Group Enrichment</li> <li>● Individual Enrichment</li> <li>● Higher-Level Text</li> <li>● The inclusion of additional subject areas and/or activities (cross curricular).</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>● Small Group Instruction <ul style="list-style-type: none"> <li>○ Teacher-Led Instruction</li> <li>○ Independent Work</li> <li>○ Collaborative Work</li> <li>○ iReady Learning Path</li> </ul> </li> <li>● Newcomer Cards (ELL)</li> <li>● Leveled Readers</li> <li>● Differentiated Genre Passages</li> <li>● Build Upon Prior Knowledge <ul style="list-style-type: none"> <li>- Talk about the source</li> <li>- Write about the source</li> <li>- Anchor Chart</li> <li>- Individualized Vocabulary</li> </ul> </li> </ul>

	<p><b>Suggested:</b></p> <ul style="list-style-type: none"> <li>● iXL - Concept Check-In</li> <li>● Reteaching with Intervention Online PDFs</li> <li>● Center Activity Cards - Reading, Phonics, Writing</li> <li>● Digital Activities</li> <li>● Independent Reading Texts</li> </ul>
--	---

Unit #6	
Unit Title	Identifying Cultural Values
Reading Genre(s)	Text Set 1: Narrative Nonfiction  Text Set 2: Historical Fiction  Text Set 3: Free Verse
Writing Tasks	Fictional narrative Free Verse Poem
Recommended Pacing	5 Weeks
Unit Summary	In text set one, students will explore how our energy sources have changed over the years. Students will understand that in the future, we will need more energy than we do today and it is important to develop renewable energy sources because we will never run out of them. Students will also develop an understanding about how people in the past used fire and other forms of energy. Students will also prepare for a debate about the benefits and drawbacks of different types of energy. Students will do this through reading informational and literary texts. Students will explain the use of sidebars in a text. They will also explain which relevant

details in a text support the central idea, implicitly or explicitly. Students will explain how conflict contributes to the plot in a literary text. Additionally, students will acquire and use grade-appropriate academic vocabulary by applying knowledge of Latin and Greek prefixes to determine the meaning of unfamiliar words.

In text set two, students will explore how Native American cultures connect through traditional art, ceremonies, and celebrations. They will understand how Native Americans pass down stories from past generations. Students will do this by reading literary and informational text. They will explain how setting contributes to the plot in a literary text. They will also explain the stated or implied theme of a text and how it is developed. Students will analyze how maps contribute to the meaning of a text. Additionally, students will acquire and use grade-appropriate academic vocabulary by using a dictionary or context clues to determine the connotation or denotation of a word.

In text set three, students will identify what shapes a person's identity. Students will explore topics like culture, major life events, and family throughout the text set. They will read about Bessie Coleman who fought against prejudice and overcame financial obstacles to become the first African American woman pilot. They will do this through reading literary texts. Students will identify the text structure of free verse poetry. They will explain a stated or implied theme and how it develops, using details, in a literary text. Students will identify the narrator's point of view and explain the difference between a narrator's point of view and character perspective in a literary text. Additionally, students will acquire and use grade-appropriate academic vocabulary by using context clues to determine the meaning of metaphors.

Throughout the unit, students will work on writing a fictional narrative using logical sequence of events and an effective use of dialogue. Students will write a narrative nonfiction piece using logical sequence of events and demonstrating an effective use of descriptive details. Students will write a free verse poem using metaphors, similes, and alliteration.

Career Readiness, Life Literacies, and Key Skills Standards

Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

- 9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
- 9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).

Curiosity and willingness to try new ideas (intellectual risk taking) contributes to the development of creativity and innovation.

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.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).

The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

	<ul style="list-style-type: none"> <li>• 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).</li> </ul> <p>You can give back in areas that matter to you.</p> <ul style="list-style-type: none"> <li>• 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.</li> </ul> <p>Culture and geography can shape an individual’s experiences and perspectives.</p> <ul style="list-style-type: none"> <li>• 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).</li> </ul>
Computer Science and Design Thinking (Technology)	<ul style="list-style-type: none"> <li>• 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.</li> <li>• 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.</li> <li>• 8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data. .</li> </ul>
Diversity, Equity, and Inclusion	Anchor texts, shared reads, and leveled readers represent a myriad of cultures, backgrounds, race, and ethnicities. The lives and cultures of diverse people are represented in the materials students interact with daily. Examples of text include <i>Native Americans Yesterday and Today</i> ; <i>My Chinatown</i> ; <i>The Drum/Birdfoot’s Grampa</i>
Amistad	Students will read about Bessie Coleman who fought against prejudice and overcame financial obstacles to become the first African American woman pilot

Enduring Understandings	Essential Questions
-------------------------	---------------------

**Text Set 1:**

- Explain the use of **sidebars** in a text
- Explain which relevant details in a text support its **central idea, implicitly or explicitly**
- **Read and comprehend** texts in the grades 4-5 text complexity band proficiently
- **Summarize** a text to enhance comprehension
- Write in **response** to text
- Explain how **conflict contributes to the plot** in a literary text
- **Compare and contrast** how authors present information on the same topic or theme
- **Write a fictional narrative** using a logical sequence of events and an effective use of dialogue
- With guidance and support from peers and adults, develop and strengthen writing as needed by **planning, revising, and editing**
- **Report on a topic or text**, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace
- Acquire and use grade-appropriate **academic vocabulary**
- Apply knowledge of **Latin and Greek prefixes** to determine the meaning of unfamiliar words

**Text Set 2:**

- Explain how **setting contributes to the plot** in a literary text
- Explain the **stated or implied theme** of a text and how it is developed
- **Read and comprehend** texts in the grades 4-5 text complexity band proficiently
- **Summarize** a text to enhance comprehension
- Write in **response** to texts
- Explain how **maps contribute to the meaning** in a text
- **Compare and contrast** how authors present information on the same topic or theme
- **Write narrative nonfiction** using a logical sequence of events and demonstrating an effective use of descriptive details

Text Set 1: How have our energy resources changed over the years?

Text Set 2: How do traditions connect people?

Text Set 3: What shapes a person's identity?

<ul style="list-style-type: none"> <li>• With guidance and support from peers and adults, develop and strengthen writing as needed by <b>planning, revising, and editing</b></li> <li>• <b>Report on a topic or text</b>, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace</li> <li>• Acquire and use grade-appropriate <b>academic vocabulary</b></li> <li>• Use a <b>dictionary or context clues</b> to determine the <b>connotation or denotation</b> of a word</li> <li>• Use <b>context clues, word relationships, and background knowledge</b> to determine the meaning of unknown words from <b>mythology</b></li> </ul> <p style="text-align: center;"><b><u>Text Set 3</u></b></p> <ul style="list-style-type: none"> <li>• Explain a <b>stated or implied theme</b> and how it develops, using details, in a literary text</li> <li>• Identify the <b>narrator’s point</b> of view and explain the difference between a narrator’s point of view and <b>character perspective</b> in a literary text</li> <li>• <b>Read and comprehend</b> texts in the grades 4-5 text complexity band proficiently</li> <li>• <b>Summarize</b> a text to enhance comprehension</li> <li>• Write in <b>response</b> to texts</li> <li>• <b>Compare and contrast</b> how authors present information on the same topic or theme.</li> <li>• Write a <b>free verse poem</b> using metaphors, similes, and alliteration</li> <li>• With guidance and support from peers and adults, develop and strengthen writing as needed by <b>planning, revising, and editing</b></li> <li>• <b>Report on a topic or text</b>, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace</li> <li>• Acquire and use grade-appropriate <b>academic vocabulary</b></li> <li>• Use <b>context clues to determine the meaning of metaphors</b></li> </ul>	
<p style="text-align: center;"><b>District/School Required Texts and Media Formats</b></p>	<p style="text-align: center;"><b>District/School Supplementary Resources</b></p>
<p>- Reading Wonders 2023</p>	<p>- Epic!</p>



<ul style="list-style-type: none"> <li>- Sunday</li> <li>- Dibbles</li> <li>- iReady</li> </ul>	<ul style="list-style-type: none"> <li>- Newsela</li> <li>- Dreamscape</li> <li>- iXL</li> <li>- <a href="#">Read Write Think</a></li> <li>- <a href="#">ReadWorks</a></li> <li>- <a href="#">Scholastic</a></li> <li>- <a href="#">Close Reading Passages by Standard</a></li> <li>- <a href="#">Grammar Activities</a></li> <li>- <a href="#">Editing Practice</a></li> <li>- <a href="#">Reading Comprehension Passages by Skill</a></li> <li>- <a href="#">Vocabulary Practice</a></li> <li>- <a href="#">Weekly Skill Review Pages</a></li> <li>- <a href="#">Informational Text Passages</a></li> <li>- <a href="#">Question Stems by Standard</a></li> <li>- <a href="#">Literacy Games &amp; Activities</a></li> <li>- <a href="#">Exit Slips by Standard</a></li> <li>- <a href="#">Roll &amp; Answer Reading Comprehension Activities</a></li> <li>- <a href="#">Reading Comprehension Board Games</a></li> </ul>
<b>District/School Formative Assessments</b>	<b>District/School Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Reading Wonders Assessments <ul style="list-style-type: none"> <li>○ Oral Reading Proficiency Assessment</li> <li>○ Bi-Weekly Assessments</li> <li>○ Comprehension/Vocabulary Assessments used as Exit Tickets or Independent Work</li> </ul> </li> <li>● Anecdotal Records</li> <li>● Writing Piece <ul style="list-style-type: none"> <li>○ One published piece per marking period</li> </ul> </li> <li>● i- Ready Instruction</li> </ul>	<ul style="list-style-type: none"> <li>● District Benchmarks on LinkIt! <ul style="list-style-type: none"> <li>○ 3 per school year</li> </ul> </li> <li>● i-Ready Diagnostic <ul style="list-style-type: none"> <li>○ 3 per school year</li> </ul> </li> <li>● Sunday <ul style="list-style-type: none"> <li>○ On going</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ 45 minutes weekly</li> <li>● Sunday</li> </ul>	
<b>Instructional Best Practices</b>	
<ul style="list-style-type: none"> <li>● Identifying Similarities and Differences</li> <li>● Summarizing and Note Taking</li> <li>● Reinforcing Effort and Providing Recognition</li> <li>● Homework and Practice</li> <li>● Modeling</li> <li>● Cooperative Learning</li> <li>● Setting Objectives and Providing Feedback</li> <li>● Cues, Questions, and Advance Organizers</li> <li>● Gradual Release of Responsibility</li> </ul>	<ul style="list-style-type: none"> <li>● Managing response rates</li> <li>● Checks for Understanding</li> <li>● Diagrams, Charts and Graphs</li> <li>● Coaching</li> <li>● Reading Partners</li> <li>● Visuals</li> <li>● Collaborative Problem Solving</li> <li>● Active Engagement Strategies</li> <li>● Required Reading and Writing Artifacts (e.g. Word Wall, NJSLA Rubrics, Student Work display with rubric score, teacher feedback, student reflection, Reading Journal, (notebook), student portfolios, conference logs, data charts/logs, etc.)</li> </ul>
<b>Learning Plan</b>	
<b>NJSLS</b>	<b>Learning Targets and Exemplar Lessons:</b>
<p style="text-align: center;"><b><u>Text Set 1</u></b></p> <p><b>RI.4.2</b> - Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <ul style="list-style-type: none"> <li>● Identify the key details of a text that support the main idea</li> <li>● Analyze the actions and thoughts of characters or speakers in texts, looking for patterns</li> <li>● Determine the theme or main idea of the text</li> <li>● Summarize the key points of a text</li> <li>● Explain how the author supports main ideas in informational text with key details</li> </ul> <hr/> <p style="text-align: center;"><b><u>Text Set 2</u></b></p>	<p><b><u>B. Main Idea</u></b></p> <ol style="list-style-type: none"> <li>1. Identify the key details of a text.</li> <li>2. Summarize the key points of the text.</li> <li>3. Write the main idea of the text.</li> <li>4. Explain how the author supports main ideas in the text using key details.</li> </ol> <hr/> <p><b><u>A. Close Reading</u></b></p>

**RI.4.1** - Refer to details and examples in a text **and make relevant connections** when explaining what the text says explicitly and when drawing inferences from the text.

- Read text closely (questioning, determining importance, looking for patterns) to make meaning of what was read
- Make personal connections, make connections to other texts, and/or make global connections when relevant
- Use quotes or references from a text when explaining what the text says explicitly and/or when explaining inferences drawn from the text
- Refer to the text when drawing conclusions as well as when answering directly stated questions

---

**RI.4.2** - Determine **the key details to identify theme in** a story, drama, or poem and summarize the text.

- Determine the theme or main idea of the text

1. Read text closely by using questioning to make meaning of what was read.
2. Read text closely identifying to determine what is important to help make meaning of what was read.
3. Read text closely identifying patterns to make meaning of what was read.

**B. Text Connections**

4. Make personal connections to the text when relevant.
5. Make connections to other texts when relevant.
6. Make global connections to the text when relevant.

**C. Evidence from the Text**

7. Identify quotes from a text when explaining what the text says explicitly.
8. Identify quotes from a text when explaining inferences drawn from the text.
9. Identify references from a text when explaining what the text says explicitly
10. Identify references from a text when explaining inferences drawn from the text.
11. Refer to the text when drawing conclusions
12. Refer to the text when answering directly stated questions

---

**A. Story**

1. Write key details in a story that identify the theme.
2. Analyze the actions of characters in a story looking for patterns.

---

**RI.4.3** - Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

- Explain how or why historical events, scientific ideas or “how to”

3. Analyze the thoughts of characters in a story looking for patterns.
  4. Analyze the speakers in a story, looking for patterns.
  5. Tell the theme of a story.
- 

**B. Historical Informational Text**

1. Identify what events happened in a historical text using information from the text.
2. Explain why events happened in a historical text by using information from a text.
3. Explain how events happened in a historical text using information from the text.
4. Identify what procedures happened in a historical text using information from the text.
5. Explain why procedures happened in a historical text by using information from a text.
6. Explain how procedures happened in a historical text using information from the text.
7. Identify what ideas happened in a historical text using information from the text.
8. Explain why ideas happened in a historical text by using information from a text.

---

**RL.4.4** - Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in **literature**.

- Determine the meaning of words and phrases in a text
- Identify words that allude to significant characters (i.e.: Herculean)
- Demonstrate the ability to determine the meaning of words and phrases as they are used in a text (e.g.,

---

**Text Set 3**

**RL.4.2** - Determine **the key details to identify theme in** a story, drama, or poem and summarize the text.

- Analyze the actions and thoughts of characters or speakers in texts, looking for patterns
- Determine the theme or main idea of the text

---

**RL.4.5** - 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.

- Explain the differences between poems, drama, and prose
- Explain how structural elements are used to create an oral or written response to a text

9. Explain how ideas happen in a historical text using information from the text.
- 

**A. Words in a Text**

1. Identify the meaning of words in a text.
  2. Identify the words that allude to mythological characters
  3. Identify the meaning of words as they are used figuratively
  4. Identify the meaning of words as they are used academically.
  5. Identify the meaning of words as they are used in domain-specific text.
- 

**C. Poem**

17. Write the key details in a poem that identify the theme and main idea.
  18. Analyze the actions of characters in a poem looking for patterns.
  19. Analyze the thoughts of characters in a text looking for patterns.
  20. Analyze the speakers in a poem, looking for patterns.
  21. Tell the theme of a poem.
  22. Write the main idea of a poem.
  20. Identify the key details that support the main idea in a poem.
  23. Summarize a poem.
- 

**A. Poem Structural Elements**

1. Identify the structural element of a poem.

---

**RL.4.6** - Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

- Identify the narrator’s point of view
  - Find the similarities and differences in the narration between a story written in first person and a story written in third person point of view
- 

---

**Unit Language Standards**

**L.4.4** - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies

**L.4.4a** - Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase

**L.4.4b** - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

**L.4.4c** - 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.4.5** - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L.4.5a** - Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

**L.4.5c** - Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

2. Explain the major differences between poems when writing about a text.

3. Explain the major differences between poems when speaking about a text.

---

**A. Point of View**

1. Identify the narrator’s point of view in a narration.

2. Identify the key components of a narration written in first person point of view.

3. Identify the key components of a narration written in the third person point of view.

4. Compare the similarities and differences between stories written in first person and third person point of view.

---

**L.4.6** - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being

**Unit Speaking & Listening Standards**

**SL.4.1a** - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**SL.4.1b** - Follow agreed-upon rules for discussions and carry out assigned roles. .

**SL.4.1c** - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**SL.4.1d** - Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL.4.2** - Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

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

**Unit Writing Standards**

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

**W.4.3b** - Use dialogue and description to develop experiences and events or show the responses of characters to situations.

**W.4.3c** - Use a variety of transitional words and phrases to manage the sequence of events.

**W.4.3d** - Use concrete words and phrases and sensory details to convey experiences and events precisely.

**W.4.3e** - Provide a conclusion that follows from the narrated experiences or events.

**W.4.4** - Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W.4.5** - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.4.6** - With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**W.4.7** - Conduct short research projects that build knowledge through investigation of different aspects of a topic.

**W.4.8** - Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**W.4.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Writing Tasks

- Daily Journal Prompts
- Analyzing Multiple Sources
- Responding to Text using RACE
- Unit Writing Prompts

#### **Extended Writing 1** Fictional Narrative

Writing Prompt: Write a story about a character who is nervous about trying something new.

#### **Extended Writing 2:** Free Verse Poetry

Writing Prompt: Write a free verse poem about a person who is important to you.

### Content Vocabulary

**Text Set 1:** Ask & Answer Questions, Sidebars, Central Idea & Relevant Details, Plot: Conflict

**Text Set 2:** Reread, Plot: Setting, Theme, Maps

**Text Set 3:** Imagery & Personification, Free Verse, Theme, Character Perspective



Required Speaking and Listening	Suggested Speaking and Listening
<ul style="list-style-type: none"> <li>● Whole group discussion</li> <li>● Pair-Share</li> <li>● Small group discussions</li> <li>● Teacher directed discussions</li> <li>● Student-led presentations</li> <li>● Follow agreed upon rules for discussion</li> <li>● Questioning techniques</li> <li>● Active Listening Strategies</li> <li>● Oral Presentations</li> <li>● Oral Reading</li> <li>● Oral response to questions</li> <li>● Book talk</li> </ul>	<ul style="list-style-type: none"> <li>● Create audio recordings</li> <li>● Class debates</li> <li>● Readers’ Theater</li> <li>● Oral Report</li> <li>● Literature Circle</li> <li>● <a href="#">Partner talk</a></li> <li>● <a href="#">Accountable talk</a></li> <li>● <a href="#">Literacy TA-Speaking and Listening Activities</a></li> <li>● <a href="#">Learn Zillion-Crafting a Persuasive Speech</a></li> <li>● <a href="#">Literacy Design Collaborative Modules</a></li> <li>● <a href="#">Literacy in Science-Animal Adaptations</a></li> <li>● <a href="#">Collaboration Kit</a></li> </ul>
Performance Task Options/Interdisciplinary Connections	Professional Resources
<p style="text-align: center;"><b>Content Area Learning</b></p> <p><b>Text Set 1:</b> Earth Structures: Identify and classify Earth’s renewable resources and nonrenewable resources and the importance of conservation.</p> <p><b>Text Set 2:</b> Native Americans: Compare the way of life of Native American tribes before Europeans arrived in North America.</p> <p><b>Text Set 3:</b> Growth of the United States: Describe pioneer life in the United States.</p>	<p style="text-align: center;"> <a href="https://www.literacyworldwide.org/">https://www.literacyworldwide.org/</a>  <a href="https://www.naeyc.org/">https://www.naeyc.org/</a>  <a href="https://www.nwp.org/">https://www.nwp.org/</a>  <a href="https://www.readwritethink.org/">https://www.readwritethink.org/</a>  <a href="https://www.winsorlearning.com/">https://www.winsorlearning.com/</a>  <a href="https://www.mheducation.com/prek-12/program/wonders-2023/reading.html?page=1&amp;sortby=title&amp;order=asc&amp;bu=seg">https://www.mheducation.com/prek-12/program/wonders-2023/reading.html?page=1&amp;sortby=title&amp;order=asc&amp;bu=seg</a> </p>
Academic Vocabulary	

**Text Set 1:** coincidence, consequences, consume, converted, efficient, incredible, installed, renewable

**Text Set 2:** ancestors, despised, endurance, forfeit, honor, intensity, irritating, retreated

**Text Set 3:** gobble, individuality, mist, roots, free verse, imagery, metaphor, personification

<b>Modifications/Accommodations for Students with IEPs</b>	<b>Modifications/Accommodations for At-Risk Students</b>
<ul style="list-style-type: none"><li>● Review student individual educational plan for instructional, assessment, and environmental supports.</li><li>● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options.</li><li>● Provide extra time for completing tasks, checklists and other tasks.</li><li>● Provide samples and model each step of the writing process as needed.</li><li>● Access to word/picture banks for reference.</li><li>● Modify activities/assignments/projects</li><li>● Breakdown activities/assignments/projects/assessments into manageable units</li><li>● Additional time to complete activities/assignments/projects/assessments</li><li>● Provide an option for alternative activities/assignments/projects/assessments</li><li>● Allow student to receive reading text in various forms (written, verbal, audio)</li><li>● Pre-teach new vocabulary</li><li>● Modify Content</li><li>● Modify Amount of work given</li><li>● Modify Assessment</li><li>● Modify Homework</li><li>● Re-teach skill if needed</li><li>● Allow student to make test corrections or retake assessment</li></ul>	<ul style="list-style-type: none"><li>● Breakdown activities/assignments/projects/assessments into manageable units</li><li>● Additional time to complete activities/assignments/projects/assessments</li><li>● Provide an option for alternative activities/assignments/projects/assessments</li><li>● Small Group Instruction</li><li>● Intervention/Remediation</li><li>● Individual Intervention/Remediation</li><li>● Additional Support Materials</li><li>● Guided Notes</li><li>● Graphic Organizers</li><li>● Tutoring</li></ul> <p style="text-align: center;"><b>Resources:</b> <a href="#"><u>Tier 2 Comprehension</u></a> <a href="#"><u>Tier 2 Fluency</u></a> <a href="#"><u>Tier 2 Phonics/Word Study</u></a> <a href="#"><u>Tier 2 Vocabulary</u></a> <a href="#"><u>Tier 2 Writing and Grammar</u></a></p> <p style="text-align: center;"><b>Please see corresponding unit and week to view suggested lessons and reproducibles.</b></p>

<ul style="list-style-type: none"> <li>● Adjust Pacing of Content</li> <li>● Small Group Instruction</li> <li>● Individual Intervention/Remediation</li> <li>● Additional Support Material</li> <li>● Lower-Level Text</li> <li>● Guided Notes</li> <li>● Graphic Organizers</li> </ul> <p style="text-align: center;"><b>Resources:</b>  <a href="#"><u>WonderWorks Assessments</u></a>  <a href="#"><u>WonderWorks Teacher Addition</u></a>  <a href="#"><u>Foundational Skills Practice</u></a>  <a href="#"><u>Foundational Skills Annotated Practice</u></a>  <a href="#"><u>Foundational Skills Lesson Cards</u></a>  <a href="#"><u>Foundational Skills Assessments</u></a></p> <p><b>Please see corresponding unit and week to view suggested lessons and reproducibles.</b></p>	
<b>Modifications/Accommodations for Students with 504s</b>	<b>Modifications/Accommodations for English Language Learners</b>
<ul style="list-style-type: none"> <li>● Review student individual 504 plan for instructional, assessment, and environmental supports.</li> <li>● Provide students with flexible seating options while reading depending on need or preference.</li> <li>● Utilize Multisensory methods such as Google images, gesturing, and meaningful movement.</li> <li>● Oral reading &amp; oral response options can be used for assignments.</li> <li>● Extra time for completing tasks, checklists and other tasks.</li> <li>● Use multi-sensory methods such as hand-over-hand when writing, larger print materials and paper line options.</li> <li>● Provide samples and model each step of the writing process as needed.</li> </ul>	<p>All WIDA Can Do Descriptors can be found at this link:  <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p> <ul style="list-style-type: none"> <li>● Realia or concrete objects</li> <li>● Physical Models, Pictures, Photographs</li> <li>● Manipulatives</li> <li>● Videos and Films</li> <li>● Gestures, Physical Movements, Music and Songs</li> <li>● Partner Work</li> <li>● Student Mentor or Coach</li> <li>● Labeling</li> <li>● Word Banks</li> <li>● Sentence Starters, Sentence Frames</li> <li>● Graphic Organizers</li> </ul>

<ul style="list-style-type: none"> <li>● Use sticky notes to annotate</li> <li>● Tutoring</li> </ul> <p style="text-align: center;"><b>Resources:</b>  <a href="#">Tier 2 Comprehension</a>  <a href="#">Tier 2 Fluency</a>  <a href="#">Tier 2 Phonics/Word Study</a>  <a href="#">Tier 2 Vocabulary</a>  <a href="#">Tier 2 Writing and Grammar</a></p> <p style="text-align: center;"><b>Please see corresponding unit and week to view suggested lessons and reproducibles.</b></p>	<p style="text-align: center;"><b>Resources:</b>  <a href="#">Newcomer Cards</a>  <a href="#">Newcomer Teacher Guide</a>  <a href="#">Newcomer Online Visuals Overview</a>  <a href="#">Newcomer Online Visuals- Start Smart</a>  <a href="#">Newcomer Online Visuals- Unit 1</a>  <a href="#">Newcomer Online Visuals- Unit 2</a>  <a href="#">Newcomer Online Visuals- Unit 3</a>  <a href="#">Newcomer Online Visuals- Unit 4</a></p> <p style="text-align: center;"><b>Please see corresponding unit and week to view suggested lessons and reproducibles.</b></p>
<b>Extensions for Gifted Students</b>	<b>Required/Suggested Activities</b>
<ul style="list-style-type: none"> <li>● Extend activities/assignments/projects/assessments</li> <li>● Provide an option for alternative activities/assignments/projects/assessments</li> <li>● Modify Content</li> <li>● Adjust Pacing of Content</li> <li>● Small Group Enrichment</li> <li>● Individual Enrichment</li> <li>● Higher-Level Text</li> <li>● The inclusion of additional subject areas and/or activities (cross curricular).</li> </ul>	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>● Small Group Instruction <ul style="list-style-type: none"> <li>○ Teacher-Led Instruction</li> <li>○ Independent Work</li> <li>○ Collaborative Work</li> <li>○ iReady Learning Path</li> </ul> </li> <li>● Newcomer Cards (ELL)</li> <li>● Leveled Readers</li> <li>● Differentiated Genre Passages</li> <li>● Build Upon Prior Knowledge <ul style="list-style-type: none"> <li>- Talk about the source</li> <li>- Write about the source</li> <li>- Anchor Chart</li> <li>- Individualized Vocabulary</li> </ul> </li> </ul> <p><b>Suggested:</b></p>

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>● iXL - Concept Check-In</li><li>● Reteaching with Intervention Online PDFs</li><li>● Center Activity Cards - Reading, Phonics, Writing</li><li>● Digital Activities</li><li>● Independent Reading Texts</li></ul> |
|--|--|